

# Hartland School Reopening Plan 2020-2021



<b>Date of Submission:</b>	July 24, 2020
<b>LEA Name:</b>	Hartland School
<b>Reopening Plan Point of Contact:</b>	Imma Canelli, Superintendent
<b>Contact Email:</b>	icanelli@hartlandschool.com
<b>Contact Phone:</b>	860-653-7207
<b>LEA COVID-19 Health and Safety Compliance Liaison:</b>	Alissa Goguen, Principal
<b>Liaison Email:</b>	agoguen@hartlandschool.com

**Where All Are Inspired to Become Responsible, Life-long Learners**

# Table of Content

## [Introduction](#)

## [Committee Members](#)

## [State of Connecticut Guidelines and Expectations](#)

## [Conditions for Reopening Checklist](#)

## [The Hartland School COVID-19 Overview](#)

## [Priorities](#)

[Fall Reopening Model](#)

[Temporarily Choosing Not to Participate](#)

[School Liaison, Communications Plan and Data Collection](#)

## [Operations Plan](#)

[Facilities – Classroom Layout](#)

[Facilities – Reopening of Facilities Before First Day of School](#)

[Facilities – Signs and Messages](#)

[Facilities – Ventilation](#)

[Facilities – Training Related to Facilities](#)

[Facilities – Bathroom Protocols](#)

[Daily Operations – Flexibility/Compart. of Pro. Measures](#)

[Daily Operations – Class Groups and Teams](#)

[Daily Operations – Foot Traffic, Hallways, and Shared Areas](#)

[Daily Operations – Outside Time and Playground](#)

[Daily Operations – Other Individuals Entering Building](#)

[Child Nutrition](#)

[Transportation](#)

[Fiscal and Budgetary](#)

## [Health Practices and Protocols](#)

[Standard Public Health Practices and Adequate Supplies](#)

[Immunizations and Health Assessments](#)

[Reporting Illnesses and Addressing Vulnerable Populations](#)

[Social Distancing](#)

[Material Sharing](#)

[Use of face coverings, Masks and Face Shield](#)

[Return to Table of Contents](#)

## **Health Monitoring Plan**

[Planning and Distribution of Materials](#)

[Attendance Monitoring](#)

## **Containment Plan**

### **Cancellation of Classes, Remote Learning and Reopening Plans**

[Cancellation of Classes](#)

[Future Planning for Remote Blended Learning](#)

[Reopening Plan – School Decision Tree](#)

## **Academics**

[Instruction/Assessment Practices](#)

[Attendance and Discipline](#)

[Special Education](#)

[English Learners \(EL\)](#)

[PE, Athletics, Arts, and Extracurricular Activities](#)

## **Family and Student Engagement**

[Family Support and Communication](#)

[Social-Emotional Learning \(SEL\) and Mental Health](#)

[After School Programming](#)

[Career and Technical Education](#)

## **Staffing and Personnel**

[Certification and Personnel Planning](#)

[Professional Development](#)

## **Additional Resources**

# Introduction

Following the charge of the Connecticut State Department of Education (CSDE), Hartland School has developed this plan to clearly and specifically address the requirements outlined in the state document, *“Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together.”*

## Planning Framework:

In each section of this document, the presentation is the same. First, CSDE requirements are listed on the left side of the chart - those items that the State Department of Education requires be done to re-open schools safely in the fall. If a section does not have CSDE requirements, the CSDE guidelines are listed instead. Following the requirements/guidelines, the Hartland School response plan is included on the right side of the chart.

## Planning Principles:

In order for schools to reopen, they must comply with the requirements set out in state guidelines and provide flexibility as local infection rates of COVID-19 fluctuate. District leadership, in coordination with the reopening committee, have reviewed the non-negotiables and considerations in *“Adapt, Advance, Achieve: Connecticut’s Plan to Learn and Grow Together”* and have planned for a tiered educational model specific to Hartland School.

## Priorities:

Hartland School District has identified priority areas that must be in place to reopen, including:

1. **Health and Safety of Staff and Students** - Our school will be prepared to reinforce healthy practices among our staff and students, take preventative actions to prevent the spread of all respiratory illnesses, and prepare for any potential cases or increased transmission of COVID 19.
2. **Instruction** - Our school will reopen with instructional models that are flexible and based on current transmission levels, understanding that we may start the school year with one model, and as new information becomes available about health and safety, transition between models may be necessary.
3. **Social and Emotional Well-being** - Our school will reopen knowing that the COVID-19 pandemic has created different types of traumatic experiences and high levels of stress for many of our staff, students, and families. The pandemic has shown the importance of social/emotional well-being for all.
4. **Continuation of Strong Academic Programming** - Our school will deliver an academic program that focuses on the mastery of grade level priority standards, uses current core curricular resources, and employs best practices for each delivery model.

**\*Special Thanks to Hilary Wilson - WHVFD - For Making Masks for All the Hartland Students**

*\*This document may be updated due to the rapidly changing response to this pandemic emergency and ongoing updates from Centers for Disease Control and Prevention (CDC) and/or changes to federal and state orders and guidance. The Connecticut State Department of Education will provide any such updates to Superintendents.*

# Hartland Schools Reopening Committee Members



**Imma Canelli**- Superintendent of Schools  
**Alissa Goguen**- Principal  
**Jennifer Abalan**- Emergency Management Services  
**Ronnie Alicata**- Middle School Teacher  
**Barbara Beblowski**- Grade 1 Teacher  
**Sherice Bennett**- Office Assistant/Purchasing Agent/Parent  
**Roger Dziedzic**- Head Custodian  
**Michelle Ferrari**- PTO President/BOE/Parent  
**Nicole Fragione**- HEA President/Grade 4 Teacher  
**Kevin Frank**- Custodian  
**Rachel Hille**- School Nurse/Parent  
**Jennifer Kertanis** - Farmington Valley Health Department - Consultant  
**Lee Levan**- Administrative Assistant  
**Dave Marlin**- PE Teacher  
**Nicholas P. Mongillo**- MD, FAAP Pedi-Care Pediatrics  
**Bruce Seymour**-Legeyt Transportation  
**Sarah Schackner**- Special Education Teacher  
**Jill Skaret**-Instructional Specialist  
**Ellen Smith**-BOE Member  
**Pamela Weber**- BOE Chairperson  
**Magi Winslow**-First Selectman  
**Sarah Zimmerman**-School Psychologist  
**Nicholas P. Mongillo, MD, FAAP- Pediatrician-Pedi-Care Pediatrics** - Reviewer

# State of Connecticut Guidelines and Expectations

*from Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together*

Due to positive containment efforts in Connecticut, reopening schools in person can be successfully achieved based upon current data. Connecticut has determined it is appropriate to plan a consistent approach to the operating model (schedule), but be prepared to modify plans as necessary. Maximizing in-person instructional time after the current period of disruption is critical. However, given the uncertainty planning for reopening months from now, schools must be prepared to modify their reopening model to support a partial reopening if the public health data changes.

**Schools should plan to have all students, in all districts, return to schoolhouses for full-time instruction at the beginning of 2020-2021, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment, and class cancellation plans.**

As Connecticut schools plan to reopen, the guidance and considerations outlined in this document are grounded in six guiding principles;

1. Safeguarding the health & safety of students and staff;
2. Allowing all students the opportunity to return into the classrooms full time starting in the fall;
3. Monitoring the school populations and, when necessary, potentially cancelling classes in the future to appropriately contain COVID-19 spread;
4. Emphasizing equity, access, and support to the students and communities who are emerging from this historic disruption;
5. Fostering two-way communication with partners such as families, educators and staff; and
6. Factoring into decisions about reopening the challenges to the physical safety and social-emotional well-being of our students when they are not in school.

## Main Operational Considerations

<p><b>Cohorting:</b> Emphasize <b>grouping students by the same class/group of students and teacher</b> (into a cohort) so each team functions independently as much as possible. Consider this methodology by grade levels. Placing students in cohorts is strongly encouraged for grades K-8.</p>	<p><b>Transportation:</b> Local Educational Agencies (LEAs) should <b>plan for buses to operate close to capacity</b> with heightened health and safety protocols, including <b>requiring all students and operators to wear face coverings</b>. Plans must be developed to increase social distancing protocols based on community spread.</p>
<p><b>Face Coverings:</b> All staff and students will be expected to wear a <b>protective face covering or face mask that completely covers the nose and mouth</b> when inside the school building, except for certain exceptions including when teachers are providing instruction.</p>	<p><b>Social Distancing and Facilities:</b> Review building space and <b>reconfigure available classroom space</b>, such as gymnasiums and auditoriums, to maximize social distancing, consistent with public health guidelines in place at that time.</p>

# Conditions for Reopening Checklist

## School Checklist

<ul style="list-style-type: none"> <li>☛ Conditions for reopening have been confirmed by the State of Connecticut and/or local health officials (Farmington Valley Health District).           <ul style="list-style-type: none"> <li>● The State of Connecticut has lifted, adjusted, or removed any school closure or Executive Order allowing schools to physically reopen.</li> <li>● The local health officials have determined that local conditions safely allow for schools to physically reopen.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>☛ Planning guidelines for reopening have been issued by the State of Connecticut and Hartland plans have been developed and approved at the local level under the supervision of the Superintendent of Schools.           <ul style="list-style-type: none"> <li>● The State of Connecticut and State Department of Education have issued guidelines on which school reopening plans are to be based.</li> <li>● The Hartland School reopening plan, has been developed by Hartland Schools Reopening Committee in consultation with the Farmington Valley Health District and shared with the Board of Education..</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>☛ The School Nurse and Office Staff have confirmed that there is adequate protective equipment in place for reopening.</li> </ul>
<ul style="list-style-type: none"> <li>☛ The Superintendent of Schools has established a procedure should there be COVID-19 cases in the schools or in the community that could possibly impact the schools.</li> </ul>
<ul style="list-style-type: none"> <li>☛ The Superintendent of Schools has developed a uniform procedure for the school for symptomatic staff and students.</li> </ul>
<ul style="list-style-type: none"> <li>☛ The Principal and Head Custodian have procedures for isolating an area of the school for a length of time based on (1) a positive COVID-19 case or cases in the school and (2) the risk level within the school/community as determined by the Farmington Valley Health District.</li> </ul>
<ul style="list-style-type: none"> <li>☛ The CSDE in coordination with DPH have provided a procedure for the closure of schools for a length of time based on (1) a positive COVID 19 case or cases and (2) the risk level within the school/community as determined by the local health officials.</li> </ul>
<ul style="list-style-type: none"> <li>☛ The Board of Education has granted the Superintendent the authority to take any lawful actions necessary to ensure the continuation of public education, provide for the health and safety of students and employees, or to respond to direction form the State of Connecticut and/or the Farmington Valley Health District.</li> </ul>
<ul style="list-style-type: none"> <li>☛ Under the supervision of the Principal and Instructional Specialist, the school is able to provide for a continuity of instruction / remote learning, if necessary.</li> </ul>
<ul style="list-style-type: none"> <li>☛ Under the supervision of Shared Services, the school will be prepared for any special or unique needs for students with disabilities related to planned district procedures.</li> </ul>
<ul style="list-style-type: none"> <li>☛ The school is able to provide for continuity of meal service, if necessary.</li> </ul>
<ul style="list-style-type: none"> <li>☛ The Board of Education has authorized limited access and/or restricted access to the schools by the public.           <ul style="list-style-type: none"> <li>● The Board of Education has approved restricting access to the school buildings during the school day by nonessential visitors and minimal use of school buildings outside of school hours and given the Superintendent the authority to limit access to public school grounds and buildings during school closures or elevated transmission in the area.</li> <li>● Students, parents, caregivers and staff are excluded from school facilities if showing symptoms of COVID-19 or if a member of their household has tested positive for COVID-19.</li> </ul> </li> </ul>
<ul style="list-style-type: none"> <li>☛ The School Nurse and Administration have organized a screening procedure for staff at students at home and at school.</li> </ul>

## Hartland School COVID-19 Overview

“TRADITIONAL” LEARNING TRACK CONTINUUM			
	In-Person Learning	Hybrid Learning	Remote Learning
	Minimal Spread of Virus (or virus contained) 100% Student Attendance In School	Moderate Spread of Virus (requires adjusted schedule) 50% Alternating Student Attendance	High Spread of Virus (requires full school closure) 0% Student Attendance
	Based on the current lower levels of transmission of COVID-19, all students return to school in person as part of a full reopening. Heightened health & safety protocols in place.	Based on a higher transmission levels of COVID-19, student numbers in the school are reduced by 50%. Students attend on A or B days with distance on days not in school. Heightened health & safety protocols in place.	Based on a widespread increase in transmission levels of COVID-19, all learning takes place at home.
<b>Face Coverings</b>	Required for <b>all students and staff at all times</b> except for eating, during mask breaks or outside play per CSDE, DPH, and State of CT.	Required for <b>all students and staff at all times</b> except for eating, during mask breaks or outside play per CSDE, DPH, and State of CT.	School Building Closed
<b>Cohorts</b>	Students will remain with one classroom teacher, and support staff throughout the day reducing exposure for students and adults.  <i>*Exception: Students with IEPs who require pull-out 1-1or small group services.</i>	Student cohorts will continue with their in-person teacher and support staff with 50% of the cohort in school on any given day. Students at home will access digitally posted work when they are not in school.	Remote Learning is in effect. Students will remain with their in-person teacher and support staff to the extent possible.
	<i>The purpose of cohorting is to limit the number of students who are exposed to or may be diagnosed with COVID-19 if there is community transmission in a school. Maintaining stable cohorts helps to mitigate the risk of spreading COVID-19. A “cohort” is a group of students and educators with consistent members that stay together throughout the school day.</i>		
<b>Transportation</b>	Buses run at full capacity. Face coverings are required. Seats are assigned by the administration. Bus and parent transportation may require staggered arrival and departure times. Entrances/exits will be assigned by grade level or classroom.  <i>*Parents may opt-out of school-provided transportation.</i>	Bus routes shift to accommodate 50% capacity and to align with the Hybrid Learning Model. Staggering of arrivals and departures may continue. Entrances/exits assigned by grade level or classroom.	School Building Closed
<b>Social Distancing</b>	Rooms arranged for social distancing procedures. (Snack/Lunch/Recess/Mask Break) schedules are staggered to cut occupancy in the gym/playground area. Classes are assigned a designated bathroom. Hallways are marked for traffic flow. Student work stations are distanced as far apart as possible in the classroom.  <i>*Class size may change due to enrollment changes</i>	All social distancing strategies remain in place with only 50% of students in school on any given day to maximize space between students.	School Building Closed



# Priorities

## Reopening Model Fall

<b>CSDE Requirements</b>	<b>District Response</b>		
<p>LEAs should plan to have all students, in all districts, return to schoolhouses for full-time instruction at the beginning of 2020-2021, so long as public health data continues to support this model. This model will be supported with more intensive mitigation strategies and specific monitoring, containment and class cancellation plans.</p> <p>– In addition to full-time instruction plans as indicated above, LEAs must be prepared to modify their plans to support a partial reopening or to allow for scaling back at a future date if the public health data changes.</p>	<b>In Person Learning</b>	<b>Hybrid Learning</b>	<b>Remote Learning</b>
	<b>Fall 2020 Model for Learning</b>	<b>Alternate “Surge” Model for Learning</b>	<b>Alternate “Surge” Model for Learning</b>
	Minimal Spread of Virus (or virus contained) 100% Student Attendance In School	Moderate Spread of Virus (requires adjusted schedule) 50% Alternating Student Attendance	High Spread of Virus (requires full school closure) 0% Student Attendance
	Based on the current lower levels of transmission of COVID 10, all students return to school in person as part of a full reopening. Heightened health & safety protocols will be in place, which can be reduced or ramped up as appropriate throughout the year.	Based on a higher transmission levels of COVID 19, student numbers in the school are reduced by 50%. Students attend on A or B days. Remote learning takes place on days not in school.	Based on a widespread increase in transmission levels of COVID 19, learning takes place at home for all students as a result of closure.
	<p>School operating up to 100% capacity, students/staff with underlying medical conditions may consider remote learning.</p> <p>Buses up to full capacity with face coverings/masks in place during transit, controlled loading/unloading of riders.</p> <p>Face coverings/masks for students and staff while inside the building.</p> <p>Identification/isolation of sick students/staff.</p> <p>Cohorting of students used, restrictions on group activities.</p> <p>Maximize spacing of seating as feasible.</p> <p>Increased cleaning and sanitization protocols.</p>	<p>Schools operating at reduced capacity (50%), with reliance on hybrid model of A-B day.</p> <p>Buses at reduced capacity (50%), face coverings/masks in place during transit, controlled loading/unloading of riders, spaced seating for riders.</p> <p>Face coverings/masks for students and staff while inside the building.</p> <p>Identification/isolation of sick students/staff.</p> <p>Cohorting of students used, restrictions on congregating, staggered start/stop times.</p> <p>Maximize spacing of seating up to six feet or more when feasible with reduced class sizes.</p> <p>Specific and increased cleaning and sanitization protocols.</p> <p>Extracurricular activities suspended.</p>	<p>School closed, 100% remote learning.</p> <p>Bus transportation suspended.</p>

	<p><b>Instructional Learning Plans</b></p> <ul style="list-style-type: none"> <li>● The school will evaluate and adapt any revised model of instruction throughout the year with staff and families. <ul style="list-style-type: none"> <li>○ Full time in school instruction</li> <li>○ Hybrid model - due to changes in public health data</li> <li>○ Full remote learning - due to changes in health data</li> </ul> </li> </ul> <p>Click on the link for detailed School Learning Plans:  <a href="#">Hartland School Learning Plans</a></p> <ul style="list-style-type: none"> <li>● School Administration will consult with staff and share resources for a Remote Learning environment that is both synchronous and asynchronous. <ul style="list-style-type: none"> <li>○ Full time in school instruction</li> <li>○ Hybrid model- due to changes in public health data</li> <li>○ Full remote Learning- due to changes in public health data</li> </ul> </li> </ul> <p><b>Instructional Day</b></p> <p>The instructional day and schedules will be modified to meet the current health situation.</p> <ul style="list-style-type: none"> <li>● Administrators will review current instructional schedules and make any modifications necessary to reopen and best meet the needs of students and staff members for a full return to school.</li> <li>● Administrators will be prepared to amend schedules as necessary due to increased transmission in the school and/or the community.</li> <li>● The Superintendent of Schools or designee will communicate to staff and families any class cancelation (or adjustment in schedule) and subsequent reopening in the event that the State cancels in-school classes for all or restricts attendance requiring employing the school’s plan for a Hybrid or Remote Model.</li> </ul> <p><b>Staff Preparedness</b></p> <ul style="list-style-type: none"> <li>● Administrators, teachers and support staff will proactively plan and be prepared at all times throughout the year for an expedited shift to Hybrid or Remote Learning instruction during a required period of closure.</li> <li>● Administrators and technology support staff will proactively plan and be prepared at all times throughout the year for expedited technology access/support for a required period of closure.</li> </ul>
<p>Identify gaps and develop action plans for reopening that specifically address inclusion, equity, and access for all learners with strategies and clearly defined action steps.</p>	<p><b>Reestablishing the Learning Community</b></p> <ul style="list-style-type: none"> <li>● Design and implement “Reentry Modules” that include integrated content. Start with social-emotional learning and focus on high leverage standards.</li> <li>● Plan to implement Reentry Modules at every level of the Learning Continuum; In-Person, Hybrid, and Distance.</li> </ul> <p><b>Setting Priority Standards &amp; Goals</b></p> <ul style="list-style-type: none"> <li>● Identify priority standards for each grade level in mathematics, reading, writing, science and social studies as well as for fine arts, world language, physical education, health, library and computer.</li> </ul>

	<p><b>Curriculum Adjustment</b></p> <ul style="list-style-type: none"> <li>● Adjust pacing calendars as necessary.</li> <li>● Develop integrated units, project based learning modules, and personal interest projects that align with priority standards, are mastery based in concept and enhance student engagement.</li> </ul>
	<p><b>Instructional Models for All</b></p> <ul style="list-style-type: none"> <li>● Employ instructional models that support moving fluidly through the Learning Continuum Framework.</li> <li>● Develop expectations and consistent systems for sharing weekly and daily assignments with students and families to provide predictability and routine.</li> <li>● Develop and communicate common assured learning experiences within a grade level or grade band.</li> </ul>
	<p><b>Inclusive Instructional Content &amp; Practices</b></p> <ul style="list-style-type: none"> <li>● School Administrators will oversee all learning experiences and any curricular modifications in order to provide an appropriate, high standard of learning for students.</li> <li>● Courses and activities that may involve risk to students and staff (singing, playing instruments, food production and consumption, etc.) will be approved in advance by Administrators and the Superintendent of Schools.</li> <li>● School assemblies, concerts, and other programs are currently suspended.</li> <li>● Field trips and off campus experiences are currently suspended. Virtual field trips are encouraged with approval from the School Principal.</li> </ul>
	<p><b>Intervention Services &amp; Tiered Instructional Supports</b></p> <ul style="list-style-type: none"> <li>● Continue implementation of support structures for students with high needs both in-person and remotely, focusing on high leverage goals and individual student needs, recognizing that needs may change based on the instructional model being employed at any given time.</li> </ul>
	<p><b>Technology Support</b> The Hartland School will:</p> <ul style="list-style-type: none"> <li>● Continue work with families to ensure that every student has access to technology and Wi-Fi</li> <li>● Plan for students to have access to Chromebooks rapidly in the event of closure.</li> <li>● Continue to support staff and families with technology using the technology help desk.</li> <li>● A Remote Learning Tech Support system is set up for digital assistance for both families and staff- hartlandtechsupport@hartlandschool.com.</li> </ul>

## Priorities

### Temporarily Choosing Not to Participate

CSDE Requirements	District Response
<p>Plan for parents and students who may temporarily choose not to participate in the return to school.</p>	<p><b>Parent/Guardian Selected Remote Learning Track</b>            Families with health concerns about in-person learning may choose to participate in a remote learning track. Students in this track will attend school in a remote environment in which the student learns at home <b>with parent support in place</b> during all three viral spread phases (minimal, moderate, high). This track aids in a return to school when students are able to re-enter.</p> <p>*The Hartland School is awaiting further guidance from the CSDE about the school district's requirements in supporting families that choose this track. School Administration will develop and communicate the Parent/Guardian Selected Remote Learning Plan with families when ready for publication.</p>

## Priorities

### School Liaison, Communications Plans, and Data Collection

<b>CSDE Requirements</b>	<b>District Response</b>
<p>Designate an employee to serve as a COVID-19 Health and Safety Compliance Liaison. This designated person will be responsible for engaging with students, parents, faculty, staff, and administrators to answer questions or concerns about health and safety requirements regarding COVID-19 concerns (e.g., school nurse).</p>	<p><b>School Liaison</b></p> <ul style="list-style-type: none"> <li>The Superintendent of Schools has appointed Alissa Goguen, Hartland School Principal, to serve as the COVID 19 Health and Safety Compliance Liaison.</li> <li>The Liaison, along with the Superintendent of Schools, will engage with students, parents, faculty, and staff to answer questions about the health and safety requirements set out in this document and address questions about compliance.</li> <li>The Liaison, along with the Superintendent of Schools will support the implementation of these requirements, as well as the implementation of other school health and safety measures relating to COVID-19 and any additional guidance provided by the State of Connecticut and the Farmington Valley Health District.</li> </ul>
<p>Put systems in place to communicate the most up to date policies and protocols related to the considerations herein, for staff, students, and families.</p>	<p><b>Communicating Policies and Protocols</b></p> <ul style="list-style-type: none"> <li>Updated policies and protocols will be shared using Black Board, in the form of texts, emails, and phone calls.</li> <li>A Reopening Landing Page will be created and posted on the school website with updated policies and procedures.</li> </ul>
<p>Make communications plans available in relevant languages of families in the community, as well as accessible to those with visual and/or hearing impairments</p>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<p>Ensure the development of plans for ongoing two-way communication with the school community (staff, families, and students) about any new policies and/or protocols prior to reopening, any time there is a significant policy change, and upon re-entry if a school closes temporarily during the year</p>	<p><b>Two Way Communication</b></p> <ul style="list-style-type: none"> <li>On-going two-way communication will be conducted using Black Board, in the form of texts, emails, and phone calls.</li> <li>Google doc for staff, families and students will be utilized for ongoing two way communication.</li> </ul>

<p>Develop expectations around frequency of communication, and ensure detailed updates are provided any time critical information regarding policies, protocols, or health data changes</p>	<p><b>Frequency of Communication</b></p> <ul style="list-style-type: none"> <li>• Superintendent will issue a weekly update regarding time critical information regarding policies, protocols or health data changes via email.</li> <li>• If the need for communication arises before the weekly update, superintendent will send out additional communication</li> </ul>
<p>Put in place a plan for how the community will be notified of any changed policies, need to cancel classes, or other changes or restrictions</p> <p>Make plans easily accessible, including but not limited to being visible on the main landing page of the LEA and school websites</p>	<p><b>Notifying the Community</b></p> <ul style="list-style-type: none"> <li>• Notification of changed policies, need to cancel classes or other changes or restrictions will be shared using Black Board, in the forms of texts, emails or phone calls.</li> </ul> <p><b>Accessibility of Plan</b></p> <ul style="list-style-type: none"> <li>• LEA Website will have a dedicated page for Reopening on the website. All plans will be posted on this page to share with staff, families and the community.</li> <li>• Reopening Plan will be emailed to families.</li> </ul>
<p>Prioritize gathering information from families prior to reopening. Collect information from families to properly plan for resuming classes in the fall.</p> <p>– This should align with the forthcoming CSDE District Reopen Survey</p>	<p><b>Data Collection</b></p> <ul style="list-style-type: none"> <li>• Reopening Form will be sent to parents to gather information about which students will be attending, transportation issues, daycare issues, remote learning concerns, connectivity.</li> <li>• Information will be used to create a reopening plan.</li> </ul>

# Operation Plan

## Facilities

### Classroom Layout

CSDE Requirements	District Response
<p>Maximize social distancing between student workstations, achieving 6 feet when feasible, when determining the classroom layout</p> <p>Maximize space between the teacher and students due to the risk of increased droplets from teachers during instruction.</p>	<p><b>Social Distancing in the Classroom</b></p> <ul style="list-style-type: none"> <li>● Custodians measured classrooms for square footage and student capacity. A school map was created with the number of students for each room.</li> <li>● Student workstations will be spaced out with a minimum of 3 feet of physical space per the state guidance and current <u>American Academy of Pediatrics</u> guidance and will be spaced up to six feet where possible.</li> <li>● Students workstations will face in the same direction using either desks or one side of the table.</li> <li>● Main teacher workstations will be positioned at the front of the classroom in a highly visible location at least six feet from the students.</li> <li>● All non-essential furniture and soft furnishing such as pillows, bean bags, and rugs should be removed.</li> <li>● Classrooms will be moved as needed for assigned cohorts to have at least 3 feet of personal space, 6 feet when possible, for social distancing.</li> <li>● Develop an individual classroom layout and mark floors with tape where desks will be placed.</li> <li>● Where possible the floor will be marked to indicate space boundaries and paths to access doors, sinks, and other commonly used spaces.</li> <li>● Mark the 6 foot area a teacher can be to remove mask or face covering for instruction in each classroom.</li> <li>● Teachers must confer with the building principal before making any changes to the approved layout of their classroom or shared spaces established at the beginning of the school year.</li> <li>● Teachers will be provided with shields if desired.</li> <li>● Outdoor spaces will be used for instruction, lunch, masks breaks and other activities when possible.</li> </ul>
<p>Where necessary, assess other space that may be repurposed for instruction in the school, in municipal or other community space, or if the school will require additional modular space</p>	<p><b>Assess Building Use</b></p> <ul style="list-style-type: none"> <li>● Identify other spaces to repurpose and move classrooms to spaces with adequate space to accommodate class size.</li> <li>● Use the largest rooms for the larger classes and move rooms as needed.</li> <li>● Share school map and movement of rooms with school custodians prior to opening of school.</li> </ul>

# Operation Plan

## Facilities

### Reopening of Facilities Before First Day of Classes

CSDE Requirements	District Response
Comply with DPH Guidance for Cleaning and Disinfecting of Schools during COVID-19.	<p><b>Cleaning and Disinfecting Schools</b></p> <ul style="list-style-type: none"> <li>● Review DPH Guidance on Cleaning and Disinfecting Schools with custodians and create a checklist to mark off when completed. Each item should also be dated when it was done. Custodian will be responsible for compliance.</li> <li>● See attached <a href="#">Cleaning Checklist</a>. Principal will meet with Custodians to share the checklist and review expectations.</li> <li>● PD will be provided for teachers and students on cleaning and disinfecting. The checklist will be shared on the first day with teachers.</li> <li>● Water fountains will not be used. They will be covered and signs will be posted.</li> <li>● Students will be allowed to bring in personal water bottles instead of using water fountains.</li> </ul>
Comply with DPH Return to Service Guidance for Building Water Systems.	<p><b>Building Water Systems</b></p> <ul style="list-style-type: none"> <li>● Review DPH Guidance for Building Water Systems and ensure we are in compliance. Custodian will be responsible for compliance.</li> </ul>
<i>Guidance- Ensure that an isolation room has been identified in every school Building</i>	<p><b>Isolation Room</b></p> <ul style="list-style-type: none"> <li>● Isolation room has been identified and shared with staff.</li> </ul>



# Operation Plan

## Facilities

### Signs and Messages

CSDE Requirements	District Response
<p>Ensure all signs and messages related to stopping the spread are accessible for students with disabilities and in languages appropriate for the school population.</p>	<p><b>Accessibility of Signs</b></p> <ul style="list-style-type: none"><li>• The Office Staff will print, laminate and post CDC posters re: stop the spread, protective measures, handwashing, and proper usage of cloth face coverings.</li><li>• Bathrooms will have signs posted for correct handwashing technique.</li><li>• The school nurse will develop videos for students and staff on proper hand washing, covering sneezes and coughs, and masks for students.</li><li>• Office staff and team will ensure signs are accessible for students with disabilities and language appropriate for students.</li></ul>

# Operation Plan

## Facilities

### Ventilation

CSDE Requirements	District Response
Comply with DPH Guidance for School Systems for the Operation of Central and non-central Ventilation Systems during the COVID-19 Pandemic	<b>Ventilation</b> <ul style="list-style-type: none"><li>• Principal and Head Custodian will Review DPH Guidance for the Operation of Central and non-central Ventilation Systems and ensure we are in compliance.</li><li>• Specific building based ventilation Protocols will be developed based on each building's existing HVAC system to optimize airflow in conjunction with the suggested protocol.</li><li>• Head Custodian will be trained to execute these plans.</li><li>• All staff will be made aware of Ventilation Protocols and directed not to alter any equipment.</li><li>• Window fans will be set to draw air out of a room if allowable.</li></ul>

# Operation Plan

## Facilities

### Training Related to Facilities

CSDE Requirements	District Response
Identify the training needs of staff related to health and safety protocols; perform such training prior to the first day of classes	<p><b>Health and Safety Related Training</b></p> <ul style="list-style-type: none"> <li>● Staff will have training on appropriate social distancing, hygiene practices, and cleaning protocols.</li> <li>● Time will be embedded in the professional development prior to the start of school for these specific training.</li> <li>● Trainings on social distancing, hygiene practices, and protocols will be shared on the staff shared drive for future reference.</li> </ul>
Consider having training days and days to practice new protocols with staff only prior to having students enter the building.	<p><b>New Protocol Trainings for Teachers</b></p> <ul style="list-style-type: none"> <li>● Time will be embedded on the professional development days for staff to practice what they learn in the training and review written protocols.</li> </ul>
Plan an in-person or online training that includes: social distancing; cleaning protocols; and hygiene practices. Require attendance by all students and staff, and make available to families who are interested. Consider repeating this training during the first months that school reopens, and as needed.	<p><b>New Protocol Training for Students</b></p> <ul style="list-style-type: none"> <li>● All students will be trained on social distancing, hygiene practices and cleaning protocols on the first day of school by the classroom teachers.</li> <li>● Administrators and teachers will review guidance/training and post signage on proper handwashing techniques with students, including the following:                             <ul style="list-style-type: none"> <li>○ Scrub with soap for at least 20 seconds and dry hands thoroughly or use hand sanitizer if soap and water are not accessible.</li> <li>○ Wash/sanitize hands when: arriving and leaving home; arriving and leaving school; after playing outside; after having close contact with others; after using shared surfaces or tools; before and after using restroom; after blowing nose, coughing, and sneezing; and before and after eating and preparing foods.</li> <li>○ Proper use of masks and cleaning</li> <li>○ Symptoms of COVID-19</li> </ul> </li> <li>● Information for families and students around cleaning protocols and hygiene practices will be made available on the district website and included in school communications a week prior to the start of school.</li> <li>● Administrators and Teachers will ensure that students receive ongoing education in the expectations related to all public health policies and protocols. Students will be educated about how coronavirus is spread, and how preventative actions help avoid the spread (for example, that masks keep droplets out of the air and hand hygiene keeps the virus out of one's mouth/nose/eyes).</li> </ul>
Ensure training is provided to substitutes or others who may enter the school outside of the first day or typical calendar start.	<p><b>Training for Substitute Teachers</b></p> <ul style="list-style-type: none"> <li>● Training on social distancing, hygiene practices, and protocols will be printed and added to substitute folders.</li> <li>● Substitute teachers will be required to watch/read training and review written protocols before they can be placed on the approved substitute list for Hartland School.</li> </ul>

# Operation Plan

## Facilities

### Bathroom Protocols

CSDE Requirements	District Response
Comply with DPH guidance for cleaning and disinfecting of schools during COVID-19.	<p><b>Cleaning and Disinfecting Bathrooms</b></p> <ul style="list-style-type: none"> <li>• Review DPH guidance for cleaning and disinfecting schools with custodians</li> <li>• Bathrooms will be cleaned prior to the start of the school day, 2 times during the day, and after school gets out for the day.</li> <li>• Develop a checklist that will be checked off daily by custodians to ensure cleaning and disinfecting has been completed daily.</li> <li>• See attached <a href="#">Bathroom Procedures</a></li> </ul>
Maximize use of disposable towels in lieu of hand dryers, due to ventilation considerations. Turn off and avoid use of hand dryers.	<p><b>Hand Dryers</b></p> <ul style="list-style-type: none"> <li>• Custodians will turn off all hand dryers if possible, if not possible hand dryers will be taped off with a signs indicating - Not to be used</li> <li>• Disposal towels will be placed in each bathroom that does not have a touchless disposal towel dispenser</li> </ul>
<i>Guidance- Assess ways specific bathrooms should be assigned to student cohorts.</i>	<p><b>Bathroom Assignments</b></p> <ul style="list-style-type: none"> <li>• Bathrooms have been assigned to specific cohorts depending on the location within the building.</li> </ul>

# Operation Plan

## Daily Operations

### Flexibility and Compartmentalization of Protective Measures

CSDE Requirements	District Response
<p>Develop the policies and protocols related to facilities and operations with the understanding that schools need to react quickly to changing conditions.</p>	<p>Policies and protocols related to facilities and operations will be reviewed regularly by the Board of Education, the Superintendent of Schools, and the School Administration with the understanding that schools may need to react quickly to changing conditions. Given the possibility of changes in public health data, there may be an increase or a relaxation of restrictions throughout the school year to respond effectively to health concerns. State statutes and executive orders supersede Board of Education policies and currently stipulate mandatory use of face coverings and social distancing to the extent possible. This applies to school and non-school programs as conditions allow.</p> <ul style="list-style-type: none"> <li>● Review/revision of current Pandemic Policy and Pandemic Response Plan</li> <li>● Review/adopt 2020-2021 School Reopening Plan</li> </ul>
<p>Ensure options to increase, or relax restrictions are available throughout the school year to respond effectively to change in public health data. This requires compartmentalization solutions that can be deployed or recalled in a timely and organized way.</p>	<p>Adopt COVID-19 Policy that includes the following:</p> <ul style="list-style-type: none"> <li>● In-Person Classes</li> <li>● Basic Hygiene</li> <li>● Personal Protection (including masks and face coverings)</li> <li>● Social Distancing and Physical Spacing</li> <li>● Meals and Cafeteria</li> <li>● Student Transportation</li> <li>● Cleaning and Disinfecting</li> <li>● Restroom Protocols</li> <li>● Training</li> <li>● Notice and Compliance</li> <li>● Closing of School and Distance Learning</li> <li>● Medical Inquiries and Testing</li> <li>● Response to COVID-19 Incident</li> <li>● Staying Home When Ill</li> <li>● Leaves of Absence for Employees</li> <li>● Employee Offsite Meetings and Travel</li> <li>● Visitors to District/School</li> <li>● Anti-Harrassment and Non-Discrimination</li> <li>● Special Student Populations and Student Needs</li> </ul>

# Operation Plan

## Daily Operations

### Class Groups and Teams

**Guidance-**

*Implement the key strategy of establishing stable cohorts within the school population, when feasible. Placing students in cohorts is strongly encouraged for grades K-8, and encouraged where feasible for grades 9–12.*

**Cohorts**

- Grades K-6 will be self-contained and use the same classroom every day.
- Middle School cohorts will stay with the team of middle school teachers.
- Teachers and support staff will be assigned to cohorts and small groups of cohorts to limit exposure as much as possible.
- Cohorts will be assigned specific hallways and bathrooms in the school building as much as possible.
- Students in cohorts will have assigned seating in their classrooms.
- Students in a cohort will have assigned materials in their classroom as much as possible. Materials will be stored near each student's learning area.
- If teachers from different content/subject areas must interact with a cohort, they will meet in the cohort's assigned classroom. (Art, Music, Library, Spanish)
- PE will be held outdoors weather permitting.
- Where the cohort model cannot be maintained in spaces such as the main office and nurse's office, additional layers of protection and increased safety measures will be in place.
- Teachers will restrict the mixing of cohorts as much as possible.
- Cohorts will not be mixed during study hall, lunch and recess.
- There will be no locker use by students to maximize social distancing.

**Guidance-**

*Develop a system for cohorting and logging for the purposes of contact tracing.*

**Logging**

- A logging template will be created and shared with teachers and staff to log any adults who enter the room and students who leave the room for different purposes.
- Teachers are expected to fill out the logs for students who leave the room.
- Logs will include date, time, name, and location.
- Logging forms will be sent to the office each day for tracking purposes.

# Operation Plan

## Daily Operations

### Foot Traffic, Hallways, and Shared Areas

#### *Guidance-*

*Limit face-to-face encounters by designating foot-traffic patterns- such as one-way hallways and staircases- and by designating entrance only and exit only doors, when feasible.*

*Install markings on floors to illustrate foot-traffic expectations*

*Consider staggering passing in hall by changing schedules around periods to ensure students change rooms, if necessary at different times*

*Keep traffic moving in stairways and halls*

#### **Hallway Traffic**

- Passing will be staggered in halls by changing schedules around periods to ensure students change rooms for middle school.
- Markings (arrows) will be installed on floors to show movement for foot traffic.

#### **Lockers**

- Students will not use lockers to ensure social distancing.

#### **Passing in the Halls**

- There will be staggered passing time for middle school to avoid large gatherings in the hallway.
- Teachers will actively monitor passing in the hallways.

# Operation Plan

## Daily Operations

### Outside Time and Playgrounds

#### **Guidance-**

*Schools should assess ways to minimize exposure from playground and fitness equipment use, including but not limited to ensuring only the same cohort uses it at the same time, hand washing before and after use or use of hand sanitizer, and disinfecting fitness equipment or other smaller outside equipment after each group of students' use.*

*Consider staggering recess times for each class/cohort.*

*Plan increased supervision to monitor social distancing as appropriate.*

#### **Recess**

- Cohorts will wash hands before and after recess.
  - There will be staggered recess times for individual cohorts -3 recess times.
  - Cohorts will switch between playground and blacktop on a rotating basis.
  - A recess schedule will be created and shared with staff.
  - K-2 will use the primary door to exit and enter for recess.
  - Grades 3-5 will use the nurse's door to exit and enter for recess.
  - Grades 6-8 will use the door near the science lab to enter and exit the building.
  - The playground will be cleaned daily by custodians.
  - Fitness equipment will be disinfected if used.
  - Assign increased supervision as needed for recess to ensure social distancing.
- 
- Recess procedures will be created and shared with teachers and staff prior to the start of school.
  - Recess rules and expectations will be taught to students on the first day of school and reviewed as needed.



# Operation Plan

## Daily Operations

### Other Individuals Entering the School Building

CSDE Requirements	District Response
<p>Develop consistent policies to address when clubs, before- and after-school programs, or other voluntary groups may be allowed to use school space. Include ways to safely allow access for before- and after school and childcare programs</p>	<p><b>Access to Building</b></p> <ul style="list-style-type: none"> <li>● Access to the building by visitors/ parents will be extremely limited and only for specific purposes that cannot be conducted virtually. The school will post a “No Visitors” sign that includes the following wording, <i>“Visitors will not be permitted into school facilities unless scheduled to enter, or required by law, or otherwise required by a student’s individualized educational plan.”</i></li> <li>● Any visitor permitted to enter the school building will be required to participate in a health screening prior to entering the building.</li> <li>● The main office will maintain a log of visitors allowed in the building. The log will include name, phone number and arrival/departure time of each individual visitor allowed in the school building.</li> <li>● Office staff will organize parent pick up/drop off of students that do not occur at the beginning/end of school day. The use of a face mask will be required of all parents/guardians who are picking up/dropping off during the school day. This process will be modified to ensure that parents have limited or no access to the interior of the school building.</li> <li>● Parents will be asked to wait in the vestibule when picking up or dropping off their child.</li> <li>● If we move to a MODERATE SPREAD - No visitors will be allowed in the building including parents.</li> <li>● There will be no classroom volunteers.</li> </ul>
	<p><b>Before and After-School Programs</b></p> <ul style="list-style-type: none"> <li>● There will be no before and after school programs</li> </ul>

# Operation Plan

## Child Nutrition

CSDE Requirements	District Response
Schools and institutions that participate in the National School Lunch Program (NSLP), School Breakfast Program (SBP), Afterschool Snack Program, and Special Milk Program (SMP) as applicable, must continue to determine eligibility for and make available free and reduced-price meals and snacks and free milk to all eligible students	<p><b>Eligibility</b></p> <ul style="list-style-type: none"> <li>Hartland School will work in collaboration with families and state agencies to determine student eligibility for free and reduced price meals and make such meals available.</li> </ul>
Schools and institutions must comply with the U.S. Department of Agriculture’s (USDA) regulations and policies for school meals and milk including the meal pattern requirements.	<p><b>Regulations and Policies</b></p> <ul style="list-style-type: none"> <li>District will comply with U.S. Department of Agriculture’s regulations and policies for school meals and milk.</li> </ul>
Schools and institutions that participate in the NSLP are required to claim meals/milk provided to eligible students using accurate counting and claiming methods.	<p><b>Counting and Claims Method</b></p> <ul style="list-style-type: none"> <li>District participates in NSLP and will continue to claim meals/milk for eligible students using accurate counting and claiming methods.</li> <li>Limited contact procedures for ordering, counting, and claiming meals/milk provided to eligible students will be developed.</li> </ul>
<i>Guidance- Off-site meal service. Determine model(s) of meal service delivery options to be implemented.</i>	<p><b>Off Site Meal Service</b></p> <ul style="list-style-type: none"> <li>The school will use the food service company, Preferred Meals, for once a week delivery which covers breakfast and lunch for five days.</li> </ul>

# Operation Plan

## Transportation

Buses, Vans, and Student Transportation Vehicles (Low Transmission Risk)

CSDE Requirements	District Response
<p>Proactive strategies for bus transportation should align with forthcoming tiered system established by DPH to assist leanders define the decision- making approach applied to individual school districts</p>	<p>During “minimum spread” status, student passengers will be required to wear a face covering or mask that completely covers the nose and mouth during transit. The passenger’s face covering must be in place prior to boarding the bus and must be kept in place until they are completely off the bus. Passengers should load into the bus from back row to front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back seat. This will reduce the number of people passengers walk by as they get on the bus and will prevent crowding in the center aisle when the bus arrives for unloading.</p> <p><b>Parental Support</b></p> <ul style="list-style-type: none"> <li>● Parents are encouraged to transport their children to and from school to avoid exposure on the bus.</li> <li>● Parents will be asked to assist in maintaining social distancing at bus stops and securing face coverings/masks on their children prior to getting on the bus.</li> </ul> <p><b>Sanitization Protocols</b></p> <ul style="list-style-type: none"> <li>● The school and transportation company will work together to establish cleaning protocols so that high touch surfaces will be sanitized between bus runs and busses will be thoroughly cleaned and disinfected each night.</li> <li>● Bus drivers will be trained in cleaning methods between runs, documentation of such cleaning, appropriate use of personal protective equipment (and how to handle non compliance), loading and unloading procedures, and visible signs of COVID-19 symptoms.</li> </ul> <p><b>Bus Drivers</b></p> <ul style="list-style-type: none"> <li>● Passive Screening: Drivers are instructed to self-screen before leaving for school by checking to ensure temperatures below 100.0 degrees Fahrenheit and to observe for symptoms outlined by public health officials. Drivers are to stay at home if they are feeling sick, have any symptoms associated with COVID-19, or have had close contact with a person diagnosed with COVID-19.</li> <li>● Drivers with a temperature greater than 100.4 degrees are not permitted to drive. Drivers will be allowed to return if they provide a medical note attesting to a medical condition other than COVID-19.</li> <li>● If a driver tests positive for COVID-19 they may return when they are fever free for 24 hours without medication, symptoms have improved, 10 days have passed since symptoms first appeared or since tested and confirmed by and MD OR drivers may be retested. They may return to work after they receive two negative test results in a row, at least 24 hours apart, respiratory symptoms have improved, and have</li> </ul>

	<p>been fever free for 24 hours without medication.</p> <ul style="list-style-type: none"> <li>● All drivers will sanitize hands upon entering buses.</li> <li>● Bus Drivers must wear face masks. These must always be worn when children are in the bus.</li> </ul>
<p>Plan to operate at full capacity or close to while maximizing health and safety protocols, as well as considerations outlined in the plan.</p>	<ul style="list-style-type: none"> <li>● Buses will operate at full capacity</li> <li>● Health and safety protocols will be followed</li> <li>● Increased monitoring of the mitigation strategies</li> <li>● Signage will be posted on busses that reminds passengers to wear face coverings, stay seated, and keep personal space.</li> </ul> <p><a href="#">Arrival and Dismissal Procedures</a></p>
<p>Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus.</p>	<ul style="list-style-type: none"> <li>● Students will wear face masks or cloth face coverings which covers the mouth and nose prior to boarding the bus and during the entire bus ride.</li> <li>● Extra face masks will be available by bus driver if a student does not have a face mask or covering.</li> <li>● Students will be encouraged to wash their hands or use hand sanitizer before leaving home and upon arrival at school</li> </ul>
<p>Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.</p>	<ul style="list-style-type: none"> <li>● Principal will establish and communicate additional bus procedures to families and students around assigned seating, accommodating bus changes, rules and responsibilities on the bus, and health and safety protocol.</li> <li>● Students will be assigned seats based on their bus stop. Students at the first stop will sit in the back of the bus and last stops in the front of the bus where possible.</li> <li>● Families will sit together when they load the bus.</li> <li>● Students who can not be seated in the back of the bus due to documented safety concerns will be accommodated in the seating plan. Unloading the bus at arrival will be from the front of the bus to the back of the bus.</li> <li>● Students will not be allowed to change seats on the bus.</li> </ul>

# Operation Plan

## Transportation

Buses, Vans, and Student Transportation Vehicles (Moderate Transmission Risk)

CSDE Requirements	District Response
Proactive strategies for bus transportation should align with forthcoming tiered system established by DPH to assist leanders define the decision-making approach applied to individual school districts	During “moderate spread” status student passenger density will be significantly reduced because schools will be employing a hybrid model of learning (A-B days) when in this status. Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating. Passengers will be required to wear a face covering or mask that completely covers the nose and mouth during transit. The rider’s face covering must be in place prior to boarding the bus and must be kept in place until they are completely off the bus. Students should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat. This will reduce the number of people passengers pass by as they get on the bus and will prevent crowding in the center aisle when the bus arrives for unloading.
Plan to operate at significantly reduced capacity while maximizing health and safety protocols, as well as considerations outlined in the plan.	<ul style="list-style-type: none"> <li>• If there is a moderate spread, the district will move into a hybrid model which will reduce the number of students on a bus.</li> </ul>
Bus passengers should be spaced with family members sitting together and non-family members should be spaced 6 feet apart utilizing alternating diagonal seating	<ul style="list-style-type: none"> <li>• Family members will sit together if possible.</li> <li>• Assigned seats will change to address social distancing expectations.</li> </ul>
Require passengers to wear a face mask or cloth face covering that completely covers the nose and mouth during transit, prior to boarding the bus, and must be kept in place until they are completely off the bus.	<ul style="list-style-type: none"> <li>• Students will wear face masks or cloth face coverings which covers the mouth and nose prior to boarding the bus and during the entire bus ride.</li> <li>• Extra face masks will be available by bus driver if a student does not have a face mask or covering.</li> </ul>
Passengers should load into the bus from the back row to the front (where the first passengers onto the bus sit in the back row) and then unload the bus in a controlled manner upon arrival at the school from front to back by seat.	<ul style="list-style-type: none"> <li>• Students will load the bus from the back row to the front row.</li> <li>• Families will sit together when they load the bus.</li> <li>• Unloading the bus at arrival will be from front to back.</li> <li>• Students will not be allowed to change seats on the bus.</li> </ul>

## Operation Plan

### Fiscal and Budgetary

*Guidance-*

*Securing Funding and Planning:*

*Develop funding scenarios to support multiple areas that may require increased funding, including but not limited to student equipment, protective materials and cleaning supplies, increased staffing and physical changes to the school building to enhance health and safety measures*

*Maximize access to available federal funding first through application for Elementary and Secondary Education Emergency Relief funds and Coronavirus Relief funds, then through application to the local municipality for FEMA and Coronavirus Relief Funds.*

Develop a protocol for documentation of COVID-19 related expenses.

- Develop a spreadsheet that includes the vendor name, item(s) purchased, date paid and cost as well as maintaining a folder that includes a copy of the Purchase Orders and invoices and proof of payment for the purchases.
- We will continue to pursue any grant opportunities from the federal and/or state government to cover COVID related expenses.

## Health Practices and Protocols

### Standard Public Health Practices and Adequate Supplies

CSDE Requirements	District Response
<p>Ensure that students are educated and engaged in the new expectations related to all public health policies and protocols. As part of this requirement, assess the best approach to communicating the information for the age group, and plan to set aside time at the beginning of the school year, as well as frequent reminders, to review the new policies and protocols.</p>	<p><b>Communicating Public Health Practices with Students</b></p> <ul style="list-style-type: none"> <li>● Teachers will share health and safety routines with students on a weekly basis or as needed with students.</li> <li>● The health teacher and nurse will provide ongoing teaching of health practices geared toward various age groups.</li> <li>● Students will attend health class once a week with a focus on health policies and topics.</li> <li>● Signs will be posted in classrooms, hallways and bathrooms about good hygiene practices.</li> </ul>
<p>Familiarize all participants of the standard public health practices used to prevent the spread of diseases. These practices include, but are not limited to:</p> <ul style="list-style-type: none"> <li>– social distancing,</li> <li>– frequent hand washing and use of hand sanitizer,</li> <li>– use of face coverings that completely cover the nose and mouth,</li> <li>– respiratory and cough etiquette, and</li> <li>– enhanced cleaning/disinfection of surfaces.</li> </ul>	<p><b>Communicating Public Health Practices with Staff and Families</b></p> <ul style="list-style-type: none"> <li>● The nurse will develop, in conjunction with CDC guidance and Farmington Valley Health District, protocols for social distancing, frequent hand washing and use of hand sanitizer, use of face coverings, and respiratory and cough etiquette.</li> <li>● PD will be provided for all staff members about public health practices prior to the start of school.</li> <li>● Information on Public Health Practices will be posted on the district website for families.</li> <li>● Signs will be posted around the school to help prevent the spread of COVID 19.</li> </ul>
<p>Provide adequate supplies, including soap, hand sanitizer with at least 60% ethyl alcohol or 70% isopropyl alcohol (for staff and older students who can safely use hand sanitizer), paper towels, tissues, disinfectant wipes,</p>	<p><b>Adequate Supplies</b></p> <ul style="list-style-type: none"> <li>● Administration, custodians, and office staff will meet weekly to review supplies needed and place orders to meet the current protocols.</li> <li>● All students will receive 2 cloth face coverings made by Hartland parents.</li> <li>● Face coverings will be available in school and on the bus for students who need them.</li> </ul>

cloth face coverings (as feasible), and no-touch/foot-pedal trash cans.

**PPE Acquisition**

- Nurse and office staff will coordinate with SERC to obtain all PPE needed for 2020-2021.
- Refer to [Health and Safety Materials List](#) for more detail.
- Administration, school nurse and office will work together and plan for procuring an ongoing supply of protective equipment.

**PPE Provision**

- Ensure there is protective equipment (including masks) for students in classrooms and throughout the facility.
- Ensure there is protective equipment (including masks and PPE) for staff appropriate for each classification or duty. Including staff who work with various populations of students with disabilities

**Medical Supplies**

- Ensure there is a sufficient number of no-touch thermal scan thermometers for symptom screenings.
- Ensure there are sufficient supplies that include hand sanitizers, soap, handwashing stations, tissues, no touch trash cans, and paper towels.

**Cleaning, Disinfecting, Sanitizing Supplies**

- Custodians will work to ensure there is a sufficient supply of school-appropriate cleaning supplies to continuously disinfect the school site in accordance with State of Connecticut and DPH guidance.



## Health Practices and Protocols

### Immunizations and Health Assessments

CSDE Requirements	District Response
<p>Immunizations: Guidance from the Department of Public Health was issued dated June 17, 2020 emphasizing</p>	<p><b>Immunizations</b></p> <ul style="list-style-type: none"> <li>All students are required to be up to date on their immunizations for the start of the school year.</li> </ul> <p><a href="https://portal.ct.gov/-/media/SDE/Digest/2019-20/update-DPH-letter-to-SDE-back-to-school-6-17-2020-final.pdf">https://portal.ct.gov/-/media/SDE/Digest/2019-20/update-DPH-letter-to-SDE-back-to-school-6-17-2020-final.pdf</a></p>
<p>Health Assessments: Guidance from the CSDE was issued dated June 26, 2020 outlining the requirements for Health Assessments prior to students enrolling in school.</p>	<p><b>Health Assessments</b></p> <ul style="list-style-type: none"> <li>Students will be required to have a routine physical or health assessment prior to school enrollment including Preschool and Kindergarten, as well as students who are entering grade 7 in accordance with Connecticut General Statutes (C.G.S.) Section 10-206.</li> </ul> <p><a href="https://portal.ct.gov/-/media/SDE/Digest/2019-20/Health-Assessments-for-the-2020-2021-School-Year.pdf">https://portal.ct.gov/-/media/SDE/Digest/2019-20/Health-Assessments-for-the-2020-2021-School-Year.pdf</a></p>

## Health Practices and Protocols

### Reporting Illnesses and Addressing Vulnerable Populations

CSDE Requirements	District Response
Instruct students and staff to inform the school if they are sick with COVID-19 related symptoms, particularly if they had a known contact with someone diagnosed with COVID-19 and have also had contact with the school population.	<p><b>Reporting Illness for Students and Staff</b></p> <ul style="list-style-type: none"> <li>Communicate to families to reach out to the school nurse if they are showing symptoms of COVID-19 or have been in contact with someone diagnosed with COVID-19.</li> <li>See School wide <a href="#">Sick Protocol</a></li> </ul>
Develop consistent protocols for information reporting, and a point person to appropriately receive and safeguard this information, such as the school nurse, district nursing supervisor, or principal.	<p><b>Information Reporting</b></p> <ul style="list-style-type: none"> <li>The School Nurse will receive and safeguard information regarding illness.</li> <li>Staff and parents will call the school nurse to report illness and symptoms.</li> <li>The School Nurse will record absence and symptoms along with coding.</li> <li>The nurse will complete a daily report (with non identifiable information) and share this with the principal.</li> </ul>
Educate staff and families about when to stay home. Schools should properly communicate the content of this or any updated guidance. – Instruct staff and students (or their parents and guardians) to perform a self-assessment prior to leaving for school to identify fever and other possible COVID-19 symptoms. Communicate this expectation and provide parents with reminders about the symptoms consistent with COVID-19 that require keeping their students at home.	<p><b>Stay Home Guidelines</b></p> <ul style="list-style-type: none"> <li>The School Nurse will share symptoms of COVID-19 from the CDC with staff during PD.</li> <li>The School Nurse will send a letter to parents regarding COVID-19 symptoms and when to keep their child home based on the guidance from the Farmington Valley Health Department.</li> <li>Staff and families will be reminded regularly of these criteria in weekly communication and through posted signage.</li> <li>Remind parents to do self-assessments prior to leaving for school and communicate with the school nurse if there are symptoms.</li> <li>See attached <a href="#">Signs and Symptoms Flow Chart</a></li> </ul>
Establish and communicate school-wide sick protocols, including signs and symptoms of COVID-19, and temperature thresholds requiring students or staff to stay home.	<p><b>School-Wide Sick Protocol</b></p> <ul style="list-style-type: none"> <li>See <a href="#">Fever/Symptoms Flow Chart</a></li> <li>Professional development will be given in August for when staff members and students should stay home.</li> <li>See school-wide <a href="#">Sick Protocol</a></li> </ul>
Consistent with the applicable laws and school policies, offer options for school and work to staff and students with special healthcare needs (e.g., remote learning options, alternate or modified job responsibilities).	All laws and school policies will be followed for options to staff and students with healthcare needs. Options will consist of but not limited to remote learning options, and alternate or modified job responsibilities.

## Health Practices and Protocols

### Social Distancing

CSDE Requirements	District Response
<p>Assist staff and students to maintain maximum social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.</p>	<p><b>School Wide Social Distancing</b></p> <ul style="list-style-type: none"> <li>● Markings will be installed (arrows) on all floors to show movement for foot traffic.</li> <li>● Teachers and staff will monitor traffic in hallways to ensure social distancing.</li> <li>● Markings will be placed on the floor for distancing desks in the classroom and monitored by classroom teachers.</li> <li>● Rearrange classrooms so larger classrooms have the most floor space.</li> <li>● Ongoing training will be provided about social distancing for students by classroom teachers.</li> <li>● Common adult spaces such as the office and copy room should contain visual reminders to maintain socially/physically distance.</li> <li>● All social distancing protocols are subject to change based on health information and changes from the CSDE and DPH. Changes will be communicated through e-blasts and posted announcements.</li> </ul>
<p>Be prepared to adjust the approach to social distancing if guidance from the CDC or DPH changes due to shifting public health data or evolving understanding of COVID-19 disease, including transmission.</p>	<p><b>Minimal Spread</b></p> <p>All school employees will assist in the expectation that Physical Distancing / Social distancing is maintained as much as possible.</p> <ul style="list-style-type: none"> <li>● The school administration will be prepared to assist staff and students in determining and maintaining social distancing between individuals to reduce the transmission of the virus per the public health guidelines at that time.</li> <li>● The school administration will be prepared to communicate and adjust the approach to social distancing if guidance from the CDC or DPH changes due to shifting public health data or evolving understanding of COVID- 19 disease, including transmission.</li> <li>● The school will plan for the number of people that can be in all school spaces (library, cafeteria, gymnasium) based on maintaining reasonable social distancing prior to use by a classroom or group.</li> <li>● Even with social distancing expectations in classrooms, school spaces, hallways, students and staff members will wear face coverings / masks in school and on the bus.</li> <li>● The school will have plans to minimize movement of students and staff as much as possible and reduce the amount of students and staff that move at the same time.</li> <li>● Traffic patterns in hallways will be designed to promote social distancing during passing times. Strategies will include staggered passing times or one-way traffic in hallways.</li> </ul> <p><b>Moderate Spread</b></p> <p>If the State of Connecticut adjusts social distancing guidelines due to a surge in COVID 19:</p> <ul style="list-style-type: none"> <li>● The school will determine the student and staff capacity of classrooms and school spaces based on state of local guidelines limiting existing class groups/sizes in every classroom.</li> </ul>

- |  |   |
|--|---|
|  | <ul style="list-style-type: none"><li>• The classrooms will be arranged in a manner that minimizes face-to-face contact and increases the space between desks and/or providing barriers between children at tables. Desks/tables will be separated and turned to face in the same direction (rather than facing each other).</li><li>• Other spaces in the building may be used for instructional activities to allow for appropriate distancing including gyms, cafeterias, libraries, larger rooms, outdoors.</li><li>• The schools may need to limit the number of students present in classrooms and/or limit the number of students physically reporting to each day based on guidelines issued from the State of Connecticut.</li><li>• The school schedule may be adjusted to meet the needs of social distancing (in classrooms) based on adjusted guidelines issued from the State of Connecticut.</li></ul> |
|--|---|

## Health Practices and Protocols

### Material Sharing

*Guidance-*  
*Develop protocols to minimize the need to have multiple students sharing high touch materials to the extent possible. Plan in advance by determining additional supplies necessary.*

- The administration will work to ensure that staff restrict the sharing of educational materials between individuals (including such items as books, manipulatives, computers, calculators, writing utensils, and art supplies).

*Guidance-*  
*Appropriately clean, disinfect, or sanitize materials at the end of each school day, consistent with CDC Guidelines.*

- Teachers will ensure that they follow the procedure for disinfecting any learning materials that must be shared during the same school day.
- When shared space is used by multiple students (ie. resource room), disinfecting of materials must occur in between the times when students use the space/materials.
- Any alternate seating or shared seating in reading nooks, group centers, and other areas will not be allowed.
- Items that cannot be cleaned and sanitized (such as shared stuffed animals in classrooms) will not be allowed in classrooms.
- Each student's belongings/school supplies will be separated and in an individually labeled storage container or designated area. Students will be encouraged to take home belongings each day to be cleaned. Belongings such as personal stuffed animals and other toys will be strongly discouraged.

## Health Practices and Protocols

### Use of Face Coverings, Masks, and Face Shields

CSDE Requirements	District Response
<p>Adopt policies requiring use of face coverings for all students and staff when they are inside the school building, with certain exceptions listed below. – For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, per CDC guidance. – For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.</p>	<p><b>Face Covering</b></p> <ul style="list-style-type: none"> <li>● The following communication will appear in school email, website, and social media: <b>“For the safety of all students and all staff, the State of Connecticut guidelines for returning to schools and Hartland Board of Education policy require that all students must wear face coverings that completely cover the nose and mouth while inside the school and on the bus.”</b></li> <li>● All students, staff, and visitors are required to use face coverings that completely cover the nose and mouth when they are inside the school building or on school grounds.</li> <li>● Parents will be encouraged to provide students with face coverings or masks. Back-up disposable masks will be available for all students if needed.</li> <li>● Parents/guardians may not excuse their child from this face mask requirement by signing a waiver, because such wearing is a mandated requirement that the Office of the Governor, the Connecticut State Department of Education, and/or the Connecticut State Department of Public Health have defined as necessary for school districts to comply with in order to open schools from the COVID-19 caused closure.</li> <li>● Breaks from wearing masks will be scheduled throughout the school day, by administration in coordination with classroom teachers, provided that strict social distancing requirements are maintained and limitations are enforced regarding student and staff mobility.</li> <li>● When other and appropriate mitigating practices are in place, such as social distancing, students will not be required to wear face masks or coverings while eating, drinking, during physical education classes, or when students are outside and effectively practicing social distancing.</li> <li>● Masks are required in all areas where eating will take place upon entering and exiting. They may be removed at appropriately socially distanced tables in order to eat but must be replaced after eating.</li> <li>● Training will be provided as necessary regarding the proper use of face coverings.</li> <li>● Violations of mask wearing expectations, by students or staff, will be handled in the same manner as other violations in the school.</li> <li>● If a student is having repeated difficulty wearing a face covering, steps will be taken to figure out why and tiered supports should be added.</li> <li>● Students who do not wear a mask and do not qualify for an exemption will be refused admission into the school (and may instead be eligible for distance learning opportunities).</li> </ul> <p><b>Exceptions</b></p> <p>The only exceptions for face coverings or masks are as follows:</p> <ul style="list-style-type: none"> <li>● For anyone who has trouble breathing, or anyone who is unconscious, incapacitated or otherwise unable to remove the mask without assistance, face coverings and masks should not be required, per CDC guidance.</li> </ul>

	<ul style="list-style-type: none"> <li>● For anyone who has a medical reason making it unsafe to wear a face covering, masks should not be required.</li> <li>● Any student and/or employee who has a medical condition must give the principal and school nurse written notification from a physician to permit a medical exemption. The note should state the medical reason for the requested exemption.</li> </ul> <p><b>Staff Members</b></p> <ul style="list-style-type: none"> <li>● Staff members will wear masks that completely cover the face and nose inside of school and will be assigned/provided with all necessary PPE designated for their role. Staff members are encouraged to use their own masks, but will be provided a mask if they do not have one.</li> <li>● For teachers and staff, face coverings/masks may be removed while teaching if the following conditions are in place: Enhanced social distancing; remaining static behind a physical barrier of some sort; while eating, drinking, or when outside and effectively practicing social distancing.</li> <li>● Face shields worn with face masks may also be used by staff who support students with special healthcare needs (who are not able to wear masks and who may need assistance with activities of daily living, such as toileting, eating).</li> <li>● Staff working with students who are not wearing face coverings due to one of the exceptions and also cannot maintain social distancing will be provided increased protective equipment, including but not limited to medical-grade masks and disposable gowns.</li> <li>● School Nurse and any staff member engaged in symptom screening will be provided surgical masks, face shields, and disposable gloves.</li> <li>● Front office and food service employees will be provided face coverings or masks and disposable gloves.</li> <li>● Custodial staff will be provided equipment and PPE for cleaning and disinfecting.</li> <li>● Visitors and those making deliveries to the school must wear face coverings or masks that completely cover the nose and mouth.</li> </ul>
<p>Be prepared to provide a mask to any student or staff member who does not have one.</p>	<ul style="list-style-type: none"> <li>● The office will provide any student or staff member with a mask that does not have one.</li> <li>● Students will receive 2 homemade face coverings made by a Hartland WHVFD/parent.</li> <li>● Supplies will be monitored and ordered as needed.</li> </ul>

## Health Monitoring Plan

### Planning and Distribution of Information

CSDE Requirements	District Response
<p>Include in the LEA reopening plan written protocols for monitoring of symptoms that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus and maintaining oversight related to the pandemic while complying with relevant privacy and health laws.</p>	<p><b>Signs &amp; Symptoms Requiring an Immediate Response</b></p> <ul style="list-style-type: none"><li>• The Superintendent is authorized to make immediate decisions for the safety of the school community and may exclude staff and/or students who have signs or symptoms of COVID-19 until a documented negative COVID-19 test result of note from a healthcare provider clearing them to return to schools is provided.</li><li>• Signs and symptoms will be shared with all staff prior to the start of the school year.</li><li>• <a href="#">See attached Fever/Symptom Flow Sheet</a></li><li>• <b>DPH is expected to develop and publish sign/symptom thresholds.</b></li></ul>



## Health Monitoring Plan

### Attendance Monitoring

*Guidance-  
Actively monitor staff and student absenteeism and track reasons for their absences to identify trends that would spread illness such as COVID-19.*

*-Explore the ability to code student and staff absences with specific symptom codes with programs such as PowerSchool, fever, or COVID-related symptoms, compared to routine sick days.*

- The school nurse will monitor screening information and/or symptoms in students and staff that could be related to COVID-19, with the goal of decreasing the risk of spreading or contracting the virus while complying with relevant privacy and health laws.
- Absences will be recorded in Powerschool using a specific coding system.

*Guidance-  
Create a communication system for staff and families for self reporting of symptoms, and for families to notify the school of known or presumed cases consistent with applicable privacy and confidentiality laws.*

- The school nurse/administration will:
- Create a communication system for staff and families for self reporting of symptoms.
  - Create a communication system for families to notify the school of known or presumed cases consistent with applicable privacy and confidentiality laws.

# Containment Plan

CSDE Requirements	District Response
<p style="color: red;">The Connecticut Department of Public Health will be providing a tiered system to assist leaders and define the decision-making approach should partial or full class-cancellation become necessary. Anticipate this will be available at the time decisions will need to be made related to containment and possible school class cancellations.</p>	
<p>Include in the LEA reopening plan written protocols for containment and immediate response if an individual has signs or symptoms of COVID-19, there is a known exposure, or a member of the school community has a confirmed diagnosis of COVID-19. The purpose of containment plans are to decrease the risks of spreading COVID-19, and shall include the following:</p> <ul style="list-style-type: none"> <li>- Immediate coordination with the local health department, including being ready to comply with requests for information from the local health department to assist with contact tracing.</li> <li>- Identification of a response team within the school and LEA with specific responsibilities.</li> <li>- Consideration of what signs and symptoms exhibited by students or staff would require their immediate dismissal from school; for what period of time; and conditions for their re-admittance to school.</li> </ul>	<p>School staff will maintain confidentiality in accordance with FERPA, privacy expectations, and the American with Disabilities Act (ADA).</p> <p><b>Written Protocol for Containment and Immediate Response</b>  <i>*If a student or staff member is suspected of being sick with COVID-19, the Superintendent will be notified by the school nurse and/or principal.</i></p> <p><b>Response Team and Responsibilities: Imma Canelli, Alissa Goguen, Rachel Hille, Jill Skaret, Lee Levan, Sherice Bennett</b></p> <ul style="list-style-type: none"> <li>● Superintendent - Imma Canelli - Notify BOE and Town, Communication to Public</li> <li>● Principal - Alissa Goguen - Communication to Staff and Families, Support School Nurse and Isolation Room</li> <li>● School Nurse - Rachel Hille - Notify Health Department- Care for sick students and staff members</li> <li>● Head Teacher- Jill Skaret - Support School Nurse and Isolation Room</li> <li>● Office Staff- Lee Levan and Sherice Bennett - Support School Nurse and families, Post on website if needed</li> </ul> <p><b>Management of Suspected Cases</b>  <i>If a student or staff member is suspected of being sick with COVID-19, the Superintendent will be notified by the school nurse and/or principal.</i></p> <p><u>Students</u></p> <ul style="list-style-type: none"> <li>● Teacher to call the health room if sending someone with viral symptoms.</li> <li>● Students who are symptomatic while entering school or become symptomatic during the school day will be separated from others right away by the school nurse.</li> <li>● Students exhibiting symptoms will be required to continue to wear a mask and wait in a supervised designated isolated area through which others do not enter until the student can be transported home.</li> <li>● If more than one student is in the isolation area, physical distancing will be maintained.</li> </ul>

	<ul style="list-style-type: none"> <li>• The student will be held in the isolation room with another member until they are picked up from school.</li> <li>• Nurse/ staff to wear PPE (gloves/mask/face shield/gown) in isolation area.</li> </ul> <p><u>Staff</u></p> <ul style="list-style-type: none"> <li>• Adults who are symptomatic while/after entering school will be sent home and advised to seek medical care.</li> </ul>
	<p><b>Signs and Symptoms Requiring Immediate Response</b></p> <ul style="list-style-type: none"> <li>• The Superintendent is authorized to make immediate decisions for the safety of the school community and may exclude staff and/or students who have signs or symptoms of COVID-19 until a negative COVID-19 test result of note from a healthcare provider clearing them to return to schools is provided.</li> <li>• DPH and FVHD are expected to develop and publish sign/symptom thresholds and dismissal protocols for students exhibiting COVID-19.</li> <li>• See attached <a href="#">Fever/Symptom Flow Sheet</a></li> </ul>
	<p><b>Returning to School After Illness</b></p> <ul style="list-style-type: none"> <li>• The school nurse will advise staff and parents of sick students that they are not to return until they have met CDC criteria to discontinue home isolation.</li> <li>• <a href="https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.htm">https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.htm</a>. Further guidelines will be developed with guidance from DPH/CDC and sent to our medical advisor regarding sick persons in the school community.</li> <li>• Sick persons will be allowed to return after school receives a note from a licensed MD attesting to medical condition unrelated to COVID-19, providing confirmation of diagnosis, date of record when diagnosed, and other pertinent information. Note must include MD contact information, and accompanied by signed parent consent for school to interact with MD.</li> <li>• Staff and students with a positive COVID-19 test can return when 24 hours of no fever off medication, respiratory and presenting symptoms have improved, 10 days passed since symptoms first appeared or since tested.</li> <li>• Staff and students may be retested by a medical provider. If tested, they may return to school after they receive two negative test results in a row, at least 24 hours apart and have not had a fever for 24 hours off medication.</li> </ul>

	<p><b>COVID-19 Testing</b></p> <p>There will be no COVID-19 testing at school. Local testing site information will be shared with families and staff. The school’s nurse will monitor testing results once made available, complying with relevant privacy and health laws.</p> <p><b>To find a testing site, click on the link and insert your zip code</b></p> <p><a href="https://portal.ct.gov/coronavirus">https://portal.ct.gov/coronavirus</a></p>
<p>If any person who has been present in school has a confirmed diagnosis of COVID-19, the local health department must be notified immediately</p>	<p><b>Confirmed Diagnosis</b></p> <ul style="list-style-type: none"> <li>● If a student or staff member who has been present in school who has as confirmed diagnosis of COVID-19, the school nurse/principal will contact the Superintendent of Schools to notify or consult with local health officials immediately.</li> <li>● Communication to staff and families, as well as local and state officials if the building (or a portion of the building) is shutting down for a time period. Procedures for closure and reopening are shared with staff and families.</li> <li>● The school website, notification system and/or letters home will address containment, mitigation and prevention efforts and updated information from local health officials.</li> </ul>
<p>Identify an “isolation room” (besides the health office) to accommodate students who exhibit symptoms consistent with COVID-19 until a parent or guardian arrives.</p>	<p><b>Isolation Room: Ventilation and Set Up</b></p> <ul style="list-style-type: none"> <li>● Students displaying symptoms of COVID-19 will be separated from others in a designated isolation room until they are picked up from school. The isolation room will meet ventilation and physical set up guidelines.</li> <li>● Isolation room will be located right next to the nurses office to accommodate students/staff who exhibit symptoms consistent with COVID-19.</li> <li>● Parents/family members will be contacted to come pick up the student.</li> <li>● A staff member will stay with the student in the “Isolation Room” until a parent/family member arrives to pick them up.</li> <li>● Staff members will wear proper PPE equipment while in the isolation room.</li> <li>● All staff members entering the isolation room will sign in on the login sheet for recording purposes.</li> </ul>
<p>Initiate recommended CDC cleaning procedures following a confirmed COVID-19 case</p>	<p><b>Disinfecting Strategies</b></p> <ul style="list-style-type: none"> <li>● Use of appropriate disinfectant that has a kill claim for Covid-19.</li> <li>● Hand washing prior to and after each student interaction or use of alcohol hand sanitizer.</li> <li>● Durable medical surfaces, such as cots, to be cleaned between student use, Disposable paper disposed and replaced after each student use.</li> <li>● Commonly touched surfaces, such as counters, cleaned with appropriate disinfecting wipes or cleaners after student/staff interaction around that surface area.</li> <li>● Thorough sanitizing of bathrooms nightly by custodial staff.</li> </ul>

<p>Review CDC guidance to ensure compliance with most up to date information regarding containment.</p>	<p><b>Containment Compliance</b></p> <ul style="list-style-type: none"> <li>● School Liaison and school nurse will meet weekly to review most up to date information regarding containment and share with building staff.</li> </ul>
<p>Create a consistent policy for dismissal of students or staff who exhibit symptoms of COVID-19 and must be dismissed from school.</p>	<p><b>Dismissal of Student/Staff</b></p> <ul style="list-style-type: none"> <li>● The school nurse will contact the parents/family members to come pick up the student exhibiting symptoms of COVID-19.</li> <li>● Office staff will gather the students belongings to be sent home.</li> <li>● When parents/family members arrive at the school they will buzz in at the front door and wait outside. Office staff will contact the school nurse and school nurse and/or staff member will escort the student/staff member to the main entrance for dismissal.</li> <li>● The school nurse will advise staff and parents of sick students that they are not to return until they have met the given requirements.</li> <li>● The school nurse will send a letter home with students with directions for returning to school.</li> </ul>

# Cancellation of Classes, Remote Learning, and Reopening Plans

## Cancellation of Classes

### Three Tier Model

Minimum Spread	Moderate Spread	High Spread
<b>Instruction 100% In Person</b>	<b>Instruction 50%/50% Hybrid Model</b>	<b>Instruction 100% Distance Learning</b>
Daily Attendance Rates Monitored	Daily Attendance Rates Monitored and Shared with Health Officials	Daily Attendance for Distance Learning is Monitored Based on Participation
Teaching and reinforcing of healthy hygiene practices.	<ul style="list-style-type: none"> <li>● Concentrated reinforcement of healthy hygiene practices.</li> </ul>	Communication to home on healthy hygiene practices.
Prevention measures in place.	<ul style="list-style-type: none"> <li>● Heightened prevention measures in place.</li> </ul>	Quarantine measures in place.
Social distancing in place.	Heightened social distancing in place.	Quarantine measures in place.
Group gatherings/events limited and require approval.	Group gatherings/events postponed.	All in person events cancelled.
Remain prepared for Distance Learning while In-Person Learning at school is taking place.	Active preparation for Distance Learning while Hybrid Model is taking place.	Engagement in Distance Learning during school closure periods.
Cleaning and disinfecting in place.	Intensified cleaning, disinfecting and sanitizing in place.	School building sanitized and shut down.
Regular communication with local health officials.	<ul style="list-style-type: none"> <li>● Coordination of closure with local health officials.</li> </ul>	Order of closure from local health officials and/or executive order from Governor's office.

CSDE Requirements	District Response
<p>Develop a plan for school class cancellations and reopening to be implemented in the event that the superintendent, their designee, or state government suspends or cancels in-school classes for some or all participants.</p> <p>-notify and consult with the CSDE immediately if the LEA is contemplating class cancellations.</p>	<p>The Hartland School employs a three tiered response for school attendance based on transmission in the community and/or in the school. Community transmission will impact the school's planning, operations and instruction as indicated in the chart above.</p> <p><b>Confirmed Diagnosis</b></p> <ul style="list-style-type: none"> <li>● If a student, staff member or visitor has been present in school and has a confirmed diagnosis of COVID-19, the School Nurse and/or the Principal contact the Superintendent and Local health officials (Farmington Valley Health District) will be notified immediately. The Farmington Valley Health District will assess risk of further transmission in the school and will make recommendations/decisions concerning:             <ul style="list-style-type: none"> <li>■ CONTACT TRACING</li> <li>■ CLOSURE</li> <li>■ CLEANING</li> </ul> </li> </ul>

	<ul style="list-style-type: none"> <li>■ CONTINUITY OF EDUCATION</li> <li>■ REOPENING OF SCHOOL</li> </ul> <ul style="list-style-type: none"> <li>● The decision to suspend or close the school will be made by the Superintendent or designee based on information and recommendation from local health officials. Board of Education members and town officials are notified of closure as well as the State Department of Education.</li> <li>● Schools will likely implement a short-term closure (2-5 days) or longer regardless of community spread if an infected person has been in the school building. The CDC recommends dismissal of students and most staff for 2-5 days. This initial short-term dismissal allows time for the local health officials to gain a better understanding of the COVID-19 situation impacting the school. This allows the Superintendent, in consultation with local health officials, to determine appropriate next steps, including whether an extended dismissal duration is needed to stop or slow further spread of COVID-19.</li> <li>● During school closure, all extracurricular activities and school-based after school programs are canceled.</li> </ul> <p><b>School Closure</b></p> <ul style="list-style-type: none"> <li>● The Superintendent will determine necessary closure of the school using the most up-to-date information on specific cases in the community or in a school with the consultation of local health officials and the district medical supervisor.</li> <li>● Superintendent will notify the State Department of Education should a local decision be made to close under the guidance of local health officials and/or the district medical supervisor.</li> <li>● All communications to the school community including staff, bus company and families are made through school administration.</li> </ul>
<p>Include a communication plan and clear policies for faculty and staff regarding individual roles and responsibilities in the event of a shutdown occurring during the school year.</p>	<p><b>Roles and Responsibilities</b></p> <ul style="list-style-type: none"> <li>● Teachers will be given a copy of the Learning Plans which details their roles and responsibilities in all three learning structures ( in person, hybrid, remote).</li> </ul>
<p>Prioritize ongoing educational opportunities when drafting the plan for shut down. Materials for continuity of learning must be made available to allow for school sessions to continue remotely.</p>	<p><b>Ongoing Educational Opportunities</b></p> <ul style="list-style-type: none"> <li>● Students will be instructed to take all materials home prior to the closing of school if possible.</li> <li>● Material pick up plan will be organized if needed.</li> </ul>

## Cancellation of Classes, Remote Learning, and Reopening Plans

### Future Planning for Remote Blended Learning

CSDE Requirements	District Response
<p>Be prepared to provide remote blended learning opportunities immediately upon cancellation of in school classes.</p>	<p>Hartland School has spent time reflecting on the distance learning that occurred in the spring of the 2019-20 school year. This reflection has involved teacher feedback and surveying of parents throughout the spring. The insight gained will be utilized in forming remote learning plans.</p> <ul style="list-style-type: none"> <li>• Teachers will be trained in Google Classroom to be used during in person instruction to ensure streamlines transition to remote learning if needed.</li> <li>• Teachers will participate in professional development around best instructional practices that cover all three models and can be used throughout the year.</li> <li>• The remote learning and hybrid model will be shared and discussed with all staff prior to the start of the school year.</li> <li>• At the beginning of the year, students will be assigned either an iPad or Chromebook and will utilize their device both in school and at home in all models. Teachers will introduce the key platforms during the first days of school and instruct students on the appropriate use of these platforms and their devices. Students will practice accessing and submitting learning with teacher support.</li> <li>• Teachers will communicate with families around expectations for care and use of the device (including nightly charging).</li> <li>• The school will provide training materials for families as needed.</li> </ul>
<p>Develop a plan for extended absences and communicate it with parents or guardians in the event of a second extended closure.</p>	<p><b>Extended Closure</b></p> <ul style="list-style-type: none"> <li>• Superintendent will communicate with families in the event of a second extended closure.</li> <li>• <a href="#">Remote learning plan</a> will be followed.</li> </ul>



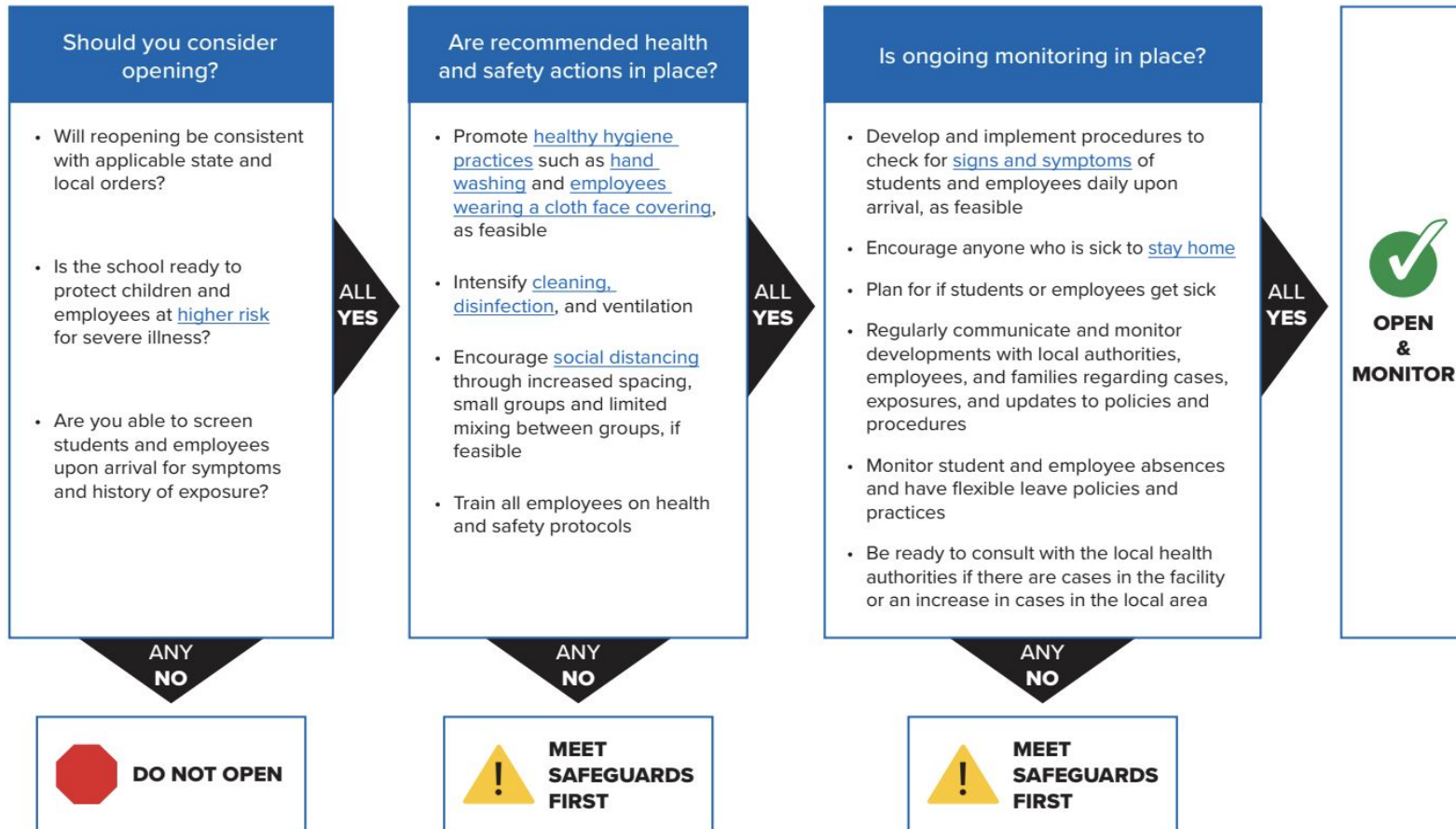
# School Decision Tree



[cdc.gov/coronavirus](https://cdc.gov/coronavirus)

## School Decision Tree

The purpose of this tool is to assist administrators in making (re)opening decisions regarding K–12 schools during the COVID-19 pandemic. It is important to check with state and local health officials and other partners to determine the most appropriate actions while adjusting to meet the unique needs and circumstances of the local community.



## Academics

### Instruction/Assessment Practice

<p><i>Guidance-</i> Ease students back into any learning, fill any gaps, advance equity, minimize testing time, increase instructional time, and empower teachers.</p>	<p>Base assessment practices on the CSDE model found in <i>Adapt, Advance, Achieve: Connecticut's Plan to Learn and Grow Together</i></p>
<p><i>Guidance-</i> Review available information such as longitudinal data such as annual state tests, universal screening, reading assessments and district benchmark tests.</p>	<p>Identify local assessments that provide most critical data (academic/social-emotional) about our students and develop an administration plan.</p> <ul style="list-style-type: none"> <li>● Benchmark/Diagnostic Assessments - will be used to identify specific areas where instruction or intervention may be needed to improve student learning.</li> <li>● Formative Assessments and Progress Monitoring - will take place during lessons and provide actionable information about students' learning status relative to the desired lesson goal. Teachers will use data from formative assessments immediately to adjust their instruction and ensure students' progress towards learning goals.</li> <li>● Summative Assessment - will take place regularly to identify specific targeted student learning needs.</li> <li>● Identify which assessments can/should be used in each model in the Instructional Learning Plan</li> </ul>

# Academics

## Attendance and Discipline

<p><i>Guidance- Address school attendance with parents, through teachers in the classroom, with community providers, and through all modes of communication.</i></p>	<ul style="list-style-type: none"><li>• The School Nurse will keep track of attendance and reach out to families.</li></ul>
<p><i>Guidance- Ensure that systems are in place for early identification of students who are missing too much school, detecting the root cause, and implementing and monitoring effective tiered interventions for reversing a pattern of absenteeism.</i></p>	<ul style="list-style-type: none"><li>• Attendance team will meet weekly to identify students missing too much school and the cause. (School Principal, School Nurse, School Psychologist, Head Teacher)</li><li>• Plans will be put into place to reverse the pattern of absenteeism.</li></ul>

## Academics

### Special Education

CSDE Requirements	District Response
<p>Prepare with the understanding that there has been no waiver of requirements under the IDEA for provision of a free and appropriate public education (FAPE) in the least restrictive environment (LRE). During COVID-19 school closures, schools were required to provide FAPE consistent with the need to protect the health and safety of students, as well as those individuals providing education, specialized instruction, and related services to these students. Schools may not have been able to provide all services in the same manner that they are typically provided. Federal disability law allows for flexibility in determining how to meet the individualized needs of students receiving special education services.</p>	<ul style="list-style-type: none"> <li>● Review student progress by utilizing data from the 2019-2020 school year including distance Learning data, service delivery logs, and parent communication logs in light of the CDSE’s guidance for providing services to the maximum extent possible during the COVID-19 school closure.</li> <li>● Collect data on students’ current levels of performance as they return to the school buildings in conjunction with data from distance learning delivered at the end of 2019-2020 school year.</li> <li>● Communicate with parents of students with disabilities on an ongoing basis to collaboratively provide special education service delivery in any and all formats (in-person, blended, or virtual).</li> <li>● Planning and Placement Team (PPT) meetings occurring in accordance with IDEA requirements (including during the summer) to be current and in compliance with timelines. PPT’s will be held virtually to avoid unnecessary visitation to the school building.</li> <li>● Utilize data to make Individualized determinations regarding needed supports and services based on present levels of performance.</li> <li>● Monitor students’ performance and make appropriate revisions to their IEP’s as needed.</li> <li>● Close communication with families regarding student programming and progress using multiple means of communication (phone, email, written).</li> <li>● Communicate with families of students with a high level of need to develop transition plans to assist special populations and special education students in their return to the school building. Provide transitional opportunities prior to the beginning of school.</li> <li>● Students with IEP’s will continue to receive interventions regardless of the school closure status. Child find obligations will be met. Psycho-educational and eligibility evaluations will be conducted in accordance with IDEA guidelines and with district COVID-19 safety protocols in place.</li> <li>● For students who are unable to attend due to existing medical conditions, distance and remote learning will be administered to the maximum extent possible based on students’ specific needs.</li> </ul>
<p>Treat students eligible for special education and other special populations as general education students first. Guidance and policies related to school reopening plans apply to all students, including students with special needs who qualify for individual education programs under the IDEA and accommodation plans for eligible students under section 504 of the Rehabilitation Act. If students with</p>	<ul style="list-style-type: none"> <li>● District safety protocols will be adhered to ubiquitously for regular and special education students including social distancing and physical space requirements, and wearing of masks/face shields.</li> <li>● When possible, teachers will utilize face shields with higher needs students to allow for delivery of service in a safe manner. Clear plastic barriers may be utilized when necessary.</li> <li>● Keep students in cohorts and in their general education classes to the greatest extent possible to avoid unnecessary movement and mixing of students.</li> <li>● Utilize a “push-in” model when feasible to provide special services. If special education/related services are provided outside the classroom, district cleaning and safety protocol will be followed. Student’s movement in and out of the classroom will be documented.</li> <li>● Students IEP’s will be implemented to the maximum extent possible in-person, in a blended format, or virtually. The Director and Supervisor of special education will continuously monitor IEP implementation.</li> </ul>

<p>disabilities are unable to access the reopening plan as designed, facilitate individualized and alternative means of reentry based upon student need, present levels of functioning, developmental levels, and student/parent input. Consider blended learning schedules if needed.</p>	<ul style="list-style-type: none"> <li>● Ensure all signs and messages related to stopping the spread are accessible for students with disabilities. Adult supervision for significantly disabled students will maximize compliance with safety protocols.</li> <li>● Face shields worn with face masks may also be used by staff who support students with special healthcare needs who are not able to wear masks and who may need assistance with activities of daily living, such as toileting, eating).</li> <li>● Individualized safety plans will be developed for the higher needs students to maximize social distancing and following of safety measures.</li> <li>● Instruction and assessment for students with disabilities will continue to consider the provision of supports, accommodations, and modifications as required in a student's IEP, Section 504 plan, or other intervention/learning plan. The special education team will continuously review the provision of services to ensure compliance with IEP's and 504 plans.</li> </ul>
<p>Do not make programming decisions based on a student's disability category. However, the nature and/ or severity of a student's disability may require unique considerations. Protocols should consider the student's developmental level and skills.</p>	<ul style="list-style-type: none"> <li>● Individualized safety plans which allow for students with disabilities to access the regular education curriculum and physical space will be developed, implemented, and monitored.</li> <li>● Crisis intervention team protocols will be in place to ensure the health and safety of special education and regular education students.</li> <li>● Sensory break protocols will be developed for students who may need to go for a walk or take a break from instruction therapeutically</li> </ul>
<p>Address mask and face covering use for the population of special education students, including cases where masks may need to be removed to provide appropriate services, and the approach to implementing any other possible mitigating strategy, including but not limited to maximum social distancing.</p>	<ul style="list-style-type: none"> <li>● Masks and/or face shields will be required for everyone in the school building</li> <li>● Masks and/or face shields are required for everyone on the school bus or transportation van.</li> <li>● Masks/face shields can be provided by the student/family. Disposable face masks will be provided by the school district as needed.</li> <li>● Clear plastic barriers, clear masks and/or face shields may be used to ensure access to specialized instruction as appropriate.</li> <li>● Protocols for mask/face shield breaks will be developed taking into account individualized needs of students with disabilities.</li> <li>● Mask and face shield wearing protocols as well as mask face/shield break protocols will be continuously revised as needed in light of CDC and CSDE guidelines for health and safety of students and staff.</li> </ul>

## Minimal Spread

### **In-Person Learning Model**

- Students whose families opt for the In-Person Model of instruction will receive IEP hours in-person with appropriate safety measures in place.

### **Parent/Guardian Selected Remote Learning Track**

- Shared Services will work with Case Managers and Families to plan remote instruction to cover IEP hours.

## Moderate Spread

### **Hybrid Learning Model - 50/50 In-Person/Distance Model**

- Shared Services will work with Case Managers and Families to plan a blend of in-person and remote instruction to cover IEP hours.

### **Parent/Guardian Selected Remote Learning Track**

- Shared Services will work with Case Managers and Families to plan remote instruction to cover IEP hours.

## High Spread

### **Remote Learning Model**

- Shared Services will work with Case Managers and Families to plan remote instruction to cover IEP hours.

### **Parent/Guardian Selected Remote Learning Track**

- Shared Services will work with Case Managers and Families to plan remote instruction to cover IEP hours.

## Academics

### English Learners (ELs)

CSDE Requirements	District Response
<p>Understand that like all other students, ELs are entitled to FAPE. The Civil Rights Act of 1964, Title IV, the Equal Educational Opportunities Act (1974) and the Elementary and Secondary Education Act (1965) provide guidance on the services to which ELs are entitled. ELs must have access to the general education curriculum as well as to a supplemental language instruction education program. During school closures due to COVID-19, ELs continue to be entitled to receive their supplemental EL instructional program in addition to their general education program of mainstream, grade-level and content-area instruction. Such language instructional education programs may consist of a range of services, including bilingual education, English as a Second Language (ESL), Sheltered Instruction and others. When returning to school buildings, language instruction education programs must continue.</p>	<ul style="list-style-type: none"> <li>Shared Services and support staff will work with EL students ensuring the provisions of a free and appropriate public education.</li> </ul>
<p>Comply with the requirement that eligible students in bilingual mandated districts are offered bilingual education programs. During COVID-19, school districts that are mandated to provide bilingual education remain required to offer a bilingual program to eligible students who have opted into the program. While program implementation may be altered during COVID-19 as compared to traditional in-building schooling, students in bilingual programs are still entitled to receive native language support as part of their school's designated bilingual program model. As with other language instruction education programs, when returning to traditional schooling, bilingual programs must continue</p>	<ul style="list-style-type: none"> <li>Shared Services and support staff will work with EL students ensuring the provisions of a free and appropriate public education.</li> </ul>
<p>Communicate with parents and guardians that have limited proficiency in English in a language they understand as required by Title III of the Elementary and Secondary Education Act. As during</p>	<ul style="list-style-type: none"> <li>Shared Services and support staff will work with EL students ensuring the provisions of a free and appropriate public education.</li> </ul>

<p>traditional schooling, communications during school closures due to COVID-19 may be provided through translation and/or interpretation.</p>	
<p>Provide ELs who are also identified as students with disabilities supports for their EL needs, as well as supports for their disabilities. During COVID-19, these dually identified students must continue to receive these supports. As in times with traditional schooling, dually identified students should have their language needs represented in their annual meetings about their IEP</p>	<ul style="list-style-type: none"><li>• Shared Services and support staff will work with EL students ensuring the provisions of a free and appropriate public education.</li></ul>



## Academics

### Physical Education, Athletics, Arts, and Extracurricular Activities

<b>CSDE Requirements</b>	<b>District Response</b>
<p>Follow all CDC, state, and local guidelines related to social distancing and disinfecting areas and equipment used for physical education and physical activity, including recess.</p>	<ul style="list-style-type: none"> <li>Gym equipment will be disinfected after usage and between groups.</li> <li>A protocol will be developed to ensure safe and correct use and storage of equipment shared between students.</li> <li>Physical guides such as tape on the floor in the gymnasium will be used to promote social distancing.</li> <li>Identify and maximize outdoor activities for physical education.</li> </ul>
<p>Develop plans for the implementation of a physical education, fine arts, and music curriculum that consider the needs of all students, including focusing on activities, adaptations, and modifications of all education decisions to ensure the full inclusion by all students.</p>	<p><b>Physical Education</b></p> <ul style="list-style-type: none"> <li>PE will focus as much as possible on activities, fitness, exercises, and sports that are teacher led but performed individually and focus on lifetime fitness, utilizing alternative environments, land-based activities, and individual sports/activities.</li> <li>PE activities will assist as much as possible in the support of social-emotional learning.</li> </ul> <p><b>Art/Music</b></p> <p>Music and Art courses will strive to maintain current program of studies and course offerings, utilizing the following safety precautions:</p> <ul style="list-style-type: none"> <li>Maintain proper spacing of at least 12 feet when students are singing or performing wind instruments by scheduling large ensembles in auditoriums, outdoors, cafeterias, gyms or other large spaces. Focus on maximizing distancing for instruments that require blowing or for singing, compared with string and percussion instruments.</li> <li>Schedule large ensembles into smaller groups throughout the day. Shift curriculum focus to solo and small ensemble work and create virtual performance experiences and assessments.</li> <li>Continue full access to beginning instrumental music. Maintain small homogeneous groupings of instruments for lesson instruction.</li> <li>Provide individual art supply kits for each student or plan for increased sanitization between all use.</li> <li>Use on-line apps or platforms for student artwork (e.g., SeeSaw, Artsonia, Google Classroom, Flip Grid, SmartMusic, Sound Trap, Acapella, museum collections, painting/drawing platforms), video displays (e.g., YouTube), and slides (e.g., Google Slides, PowerPoint).</li> </ul>

# Family and Student Engagement

## Family Support and Communication

CSDE Requirements	District Response
Comply with all state and federal family engagement requirements (e.g., School Governance Councils and Title I requirements) during the COVID-19 pandemic	NA
Prepare to provide families with clear and ongoing communication about what to expect, during and prior to reopening. This includes, but is not limited to, guidance on the school protocols related to health and safety guidelines	<ul style="list-style-type: none"> <li>● Weekly communications from superintendent and principal.</li> <li>● Revised handbook will be created and shared with families regarding the new procedures and protocols.</li> <li>● Parents and students will sign off on the Remote Learning Handbook.</li> </ul>
Continue to engage with families and students as the reopening moves forward to ensure they are informed and have the ability to provide feedback.	<ul style="list-style-type: none"> <li>● Engage directly with staff and families and provide activities to help them feel comfortable back at school.</li> </ul>
Make reopen plans available on the LEA website, accessible, and clearly identify the school liaison	<ul style="list-style-type: none"> <li>● The Reopening Plan will be emailed to all parents and staff.</li> <li>● The Reopening Plan will be posted on the school website.</li> <li>● School Liaison will be shared with staff and families in a letter from Superintendent .</li> </ul>

## Family and Student Engagement

### Social-Emotional Learning (SEL) and Mental Health

CSDE Requirements	District Response
<p>Develop a detailed plan to reengage all students, staff and families. Particularly identify strategies to identify and engage populations and specific students that have been disengaged</p>	<p>Plan for experiences that ensure that the schools place adult and student wellness first to establish a positive, safe, and supportive learning environment. Consider how counselors, social workers, school psychologists, and nurses can connect with students and families before schools reopen.</p> <p><b>Staff</b></p> <ul style="list-style-type: none"> <li>● Survey staff regarding social-emotional well-being both prior to reopening and several weeks in.</li> <li>● Provide community assistance for staff in need.</li> <li>● Schedule more frequent staff meetings - smaller cohorts.</li> </ul> <p><b>Students</b></p> <ul style="list-style-type: none"> <li>● Class reunions before school reopens.</li> <li>● Google meetings with classroom teachers and each student/family then a whole class meeting.</li> <li>● Ensure every student has at least one caring adult at the school who checks in regularly with them and whom they can reach out to. Develop a plan to conduct non academic check-ins for every student.</li> </ul>
	<p><b>SEL Programming</b></p> <p>Develop programming designed to help children and adults in the school community to manage emotions.</p> <ul style="list-style-type: none"> <li>● Integrate SEL/Community Building into academic content</li> <li>● Schedule virtual "Drop-in" sessions to gather and discuss feelings etc.</li> <li>● Create exercises/lessons on alternative ways to communicate feelings given that wearing masks may alter the understandings of how individuals are feeling. <i>*also in health and safety</i></li> <li>● Create exercises/lessons on positively communicating the need for physical distancing in the classroom as children naturally hug, touch, etc. when playing. <i>*also in health and safety</i></li> <li>● Weave in opportunities for students to practice and reflect upon social and emotional competencies throughout the day.</li> </ul>
	<p><b>Communication</b></p> <p>Communicate to the school community that SEL is foundational to the holistic success of the school community and a necessary aspect of a highly functioning school community.</p> <ul style="list-style-type: none"> <li>● Upgrade Mental Health links/resources on website</li> </ul>
	<p><b>Assessment</b></p> <p>Assess the social and emotional support needed by the students during the initial reopening period as a result</p>

	<p>of the Remote Learning period.</p> <ul style="list-style-type: none"> <li>● Create and administer student surveys</li> <li>● Use survey data to support students as needed</li> </ul>
<p>Prepare staff to identify issues related to abuse and neglect in the context of the pandemic and comply with all mandated reporting requirements.</p>	<p><b>Professional Development</b>  Provide professional development prior to the start of school.  SEL Resources</p> <ul style="list-style-type: none"> <li>● Trauma Informed Practices</li> <li>● RULER</li> <li>● Suicide Prevention</li> <li>● CASEL Publication, “Leveraging the Power of SEL”</li> <li>● Assist staff in engaging students in developmentally appropriate conversations and lessons to discuss past, current, and future impacts of the pandemic on themselves, their families, their communities, and the broader world. Include discussions that will elevate racial consciousness as students were not present together in school during recent events in the U.S.</li> </ul>

## Family and Student Engagement

### After School Programming

CSDE Requirements	District Response
<p>Programs receiving funding from the CSDE through the State After School, Extended School Hours (ESH) and 21st Century Community Learning Centers (21CCLC) programs, consult with the CSDE for individual grant-specific guidance</p>	<ul style="list-style-type: none"> <li>• No After School activities will be allowed</li> </ul>
<p>Follow the requirements outlined in this document, as applicable, including but not limited to requiring the use of face coverings that cover the nose and mouth, and maximizing social distancing</p>	<ul style="list-style-type: none"> <li>• No After School activities will be allowed</li> </ul>

## Career and Technical Education

<b>CSDE Requirements</b>	<b>District Response</b>
Develop a plan for cleaning and disinfecting shared equipment in the shop or lab, before and after each use	NA

## Staffing and Personnel

### Certification and Personnel Planning

CSDE Requirements	District Response
<p>Prepare with school human resources and board counsel to comply with legal and regulatory requirements related to personnel, including but not limited to the EEOC guidance related to the ADA and the COVID-19 pandemic</p>	<p><b>Human Resources</b> Hartland School will comply with legal and regulatory requirements related to personnel.</p>
<p>Assess how to engage a full roster of staff, including potential substitute plan, and whether stipends or changes in substitute pay is required to support the needs of the school.</p>	<p><b>Substitutes</b> Superintendent of Schools and administrators will review teacher rosters and develop a substitute plan and, along with the Board of Education, discuss stipends/changes in pay required to support the needs of the students and schools</p>

## Staffing and Personnel

### Professional Development

CSDE Requirements	District Response
<p>Prioritize mandatory training for staff, before the beginning of the school year, that covers signs and symptoms of COVID-19, Standard Public Health protocols, Hygiene Practices, PPE, Reporting Illnesses, and supporting SEL. Plan ongoing trainings as changes occur in recommendations and public health data</p>	<p>Update the school calendar to support training, professional learning and curriculum revision prior to the start of the school year.</p> <ul style="list-style-type: none"> <li>● Plan times/protocols for regular faculty meetings, grade/content meetings, professional development, etc. in each model included in the Learning Continuity Plan.</li> </ul> <p>Provide mandatory training in:</p> <ul style="list-style-type: none"> <li>● Health, Safety and Facilities Use</li> <li>● Social/Emotional Well-being</li> </ul> <p>Provide training for technology, online platforms and transitions to remote learning.</p> <p>Work with Hartland School PDEC to develop and schedule professional learning opportunities for staff.</p>



## Primary Resources

- American Academy of Pediatrics Offers Guidance on School Reopenings.* (2020). Aap.Org.  
<https://services.aap.org/en/news-room/news-releases/aap/2020/american-academy-of-pediatrics-offers-guidance-on-school-reopenings>
- CDC. (2020, February 11). What to Do If You Are Sick. Centers for Disease Control and Prevention.*  
<https://www.cdc.gov/coronavirus/2019-ncov/if-you-are-sick/steps-when-sick.html>
- Connecticut LEA Reopening Template 1 Connecticut LEA Reopening Template.* (2020).  
[https://portal.ct.gov/-/media/SDE/COVID-19/Reopening\\_Template.pdf](https://portal.ct.gov/-/media/SDE/COVID-19/Reopening_Template.pdf)
- Connecticut State Department of Education.* (2020). <https://portal.ct.gov/-/media/SDE/COVID-19/CTReopeningSchools.pdf>
- COVID-19 Planning Considerations: Return to In-person Education in Schools.* (2020). Aap.Org.  
<https://services.aap.org/en/pages/2019-novel-coronavirus-covid-19-infections2/covid-19-planning-considerations-return-to-in-person-education-in-schools>
- Guidance for the Cleaning and Disinfection of Schools during the COVID-19 Pandemic.* (n.d.). Retrieved July 23, 2020, from  
<https://portal.ct.gov/-/media/Coronavirus/20200622-DPH-Guidance-for-the-Cleaning-and-Disinfection-of-Schools.pdf>
- What Parents Can Learn From Child Care Centers That Stayed Open During Lockdowns.* (2020, June 24). NPR.Org.  
<https://www.npr.org/2020/06/24/882316641/what-parents-can-learn-from-child-care-centers-that-stayed-open-during-lockdowns>

## Other Sources

**“Reopen Connecticut”** - Rules for operating Summer School during COVID 19 - State of Connecticut

**“Reopening Our Schools”** - East Hampton Public Schools

**“School Reopening Planning Document”**- Barkhamsted Public Schools

**“EdAdvance Regional Back To School Unified Planning Document”** - EdAdvance

**K-12 Schools and Childcare Programs** - FAQs for Administrators, Teachers, and Parents - CDC.gov/coronavirus

**Recommendations for Protections and Procedures Regarding Education and Connecticut’s Public Schools** – Connecticut Education Association, CEA

[Return to Table of Contents](#)